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AUTHOR Spitler, Deborah; And Others
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ABSTRACT

The Fairfax County, Virginia, Schools' Elementary Writing Program (EWP) was evaluated over a two-year period. The first year focused on describing and analyzing program development and implementation. The second year of the evaluation addressed program effectiveness. Three questions comprised the development and implementation phase of the evaluation: (1) the effects of inservice training workshops on participants' attitudes and behavior; (2) the extent of implementation in the schools; and (3) the roles played by administrative and school district staff in planning, implementation, and support of the program. Writing processes (prewriting, drafting, revising, and sharing) were taught by teams consisting of the principal, reading teacher, a primary level teacher, and an upper level teacher. Evaluation data were collected from questionnaires, interviews, and a case study of one school. Results indicated that EWP implementation was highly satisfactory, although program developers had little control over some of the factors influencing success. It was suggested that more than one year was needed to implement this program. Extensive appendices contain: (1) classroom observation procedures and evaluation forms; (2) writing prompts and scoring procedures; (3) student writing collection; (4) workshop evaluation questionnaires and results; (5) key area office personnel interviews; (6) staff writing attitude surveys; and (7) student writing attitude surveys. (GDC)

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INITIAL REPORT OF THE EVALUATION OF THE ELEMENTARY WRITING PROGRAM

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FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Research and Evaluation

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Elementary Writing Program Evaluation Team Members:

Ann Cricchi
Martha Glennan
Dr. Kathleen Oliver
Mary Ann Nocerino
Deborah Spitler, Team Leader

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INTRODUCTION

DESCRIPTION OF THE PROGRAM

The Elementary Writing Program (EWP) is designed to improve student writing at the elementary school level. The three major elements of the program are inservice training, school level implementation, and administrative area support.

Inservice Training

All elementary schools are divided into five groups called phases. A team from each school, consisting of the principal, the reading teacher, a primary teacher, and an upper elementary teacher, receives a series of three 1/2-day workshops and one full-day workshop over the course of a semester. These team members learn the writing process as prescribed in the Elementary Writing Guide. They are encouraged to view writing as a developmental process which includes four steps: prewriting, drafting, revising and sharing.

School Implementation

As part of the EWP inservice, each school team begins to develop plans for implementing the EWP in their own school. It is then the responsibility of the team members to train other faculty members in their building based on the plans the team has developed.

Area Activities

Each administrative area supports implementation by providing assistance and guidance to schools when needed.

PURPOSE OF THE EVALUATION

At the request of the assistant superintendent, instructional services, the Office of Research and Evaluation (ORE) has initiated a two-year evaluation of the EWP. The purpose of the evaluation is to determine the extent of EWP implementation in representative phases and its effectiveness in these phases as an integrated curriculum and staff development model.

SCHOOLS IN THE STUDY

Although there are five phases, the two-year evaluation will focus on schools in Phases I and III. Phase I was chosen because the school teams have received training and are now in the process of implementing the EWP through their own plans. Phase III was chosen in order to obtain a picture of schools before any major program intervention.

Phase I Schools: Clermont, Franconia, Hayfield, Lynbroook, Mount Eagle, Stratford Landing, Woodley Hills, Bailey's, Beech Tree, Belvedere, Glen Forest, Parklawn, Ravensworth, Sleepy Hollow, Forest Edge, Fox Mill, Herndon, Lemon Road, Stenwood, Westgate, Wolftrap, Clifton, Fairview, Kings Glen, and Orange Hunt.

Phase III Schools: Belle View, Cheney, Lorton, Markham, Newington Forest, Springfield Estates, Canterbury Woods, Columbia, Little Run, North Springfield, Olde Creek, Shrevewood, Wakefield Forest, Weyanoke, Chesterbrook, Dogwood, Floris, Haycock, Navy, Terraset, Cardinal Forest, Cherry Run, Hunt Valley, Keene Mill, Rolling Valley, and Jermantown.

PROCEDURES

INTRODUCTION

The evaluation of the EWP is complex in that it looks at two different phases and has multiple data collection instruments. The data reported for Phase I provides a description of the EWP as it is being implemented in the schools while the data reported for Phase III will be used to identify change in the second year of the evaluation. The following table provides an overview of the data collection instruments and their target groups.

TABLE 1

Overview of Evaluation Activities

Data Collection Instrument	Phase I	Phase II	Phase III	Target Group
Workshop Evaluation		X	X	All participants in attendance at the workshops
Key Area Office Personnel Interviews	X			5 area office specialists and resource teachers
Principal and Reading Teacher Interviews	X			16 randomly selected principals and reading teachers in 8 schools
Classroom Teacher Interviews	X			22 randomly selected classroom teachers in 8 schools
Classroom Teacher Questionnaire	X		X	All teachers
Staff Writing Attitude Survey	X	X	X	All staff in Phase I and Phase III schools and all participants in the Phase II workshops
Student Writing Attitude Survey			X	52 randomly selected classes
Observations	X			3 randomly selected classrooms in the case study school
Student Writing Collection	X			18 teacher-selected students in the case study school reflecting various stages of writing development
Student Writing Samples	X			All 3rd and 6th grade students in the case study school

Because a major emphasis in this first year of the evaluation is on Phase I schools, a detailed description of activities for these schools may be helpful. All Phase I schools participated in the administration of a classroom teacher questionnaire and a staff writing attitude survey.

From this total group of Phase I schools, seven schools were randomly selected for further study. In each of these schools interviews were conducted with the principal, the reading teacher, and three randomly selected classroom teachers.

Finally, a case study school was identified so that an in-depth description of EWP implementation could be developed. This Phase I case study school participated in all the data collection procedures listed above as well as repeated observations in three classrooms, collection of 18 selected students' writing during a nine-week period, and administration of a writing prompt to all third and sixth grade students (see Table 2).

TABLE 2

Evaluation Activities in Phase I Schools

	All Phase I Schools	Seven Randomly Selected Schools	Case Study School
Staff Writing Attitude Survey	X	X	X
Teacher Questionnaire	X	X	X
Principal Interviews		X	X
Reading Teacher Interviews		X	X
Classroom Teacher Interviews		X	X
Repeated Observations/ 3 teachers			X
Student Writing Collection			X
3rd & 6th Grade Student Writing Samples			X

WORKSHOP EVALUATIONS

The program developers constructed a set of questionnaires which they administered to participants at the end of each workshop in Phases II and III. A total of five questionnaires were administered: one set of questions for each workshop as well as an overall evaluation. The questionnaires were designed to elicit responses regarding participants' perceptions of each workshop's effectiveness. A five-point semantic differential scale was used for each questionnaire, but there was some item variation from one workshop to another. Copies of the instruments can be found in Appendix A.

KEY AREA OFFICE PERSONNEL INTERVIEWS

The area English curriculum specialists are responsible for the implementation of the EWP in their respective administrative areas. As a result, they were asked fifteen questions which covered their attitudes towards the program, their perceptions of current program outcomes, and school and area implementation procedures (see Appendix B). Interviews were conducted during December 1983, with: Nancy Burnett and Marian Mohr, Area I; Donald Humbertson, Area II; Betty Lester, Area III; and Ida Mae Speeks, Area IV.

PRINCIPAL AND READING TEACHER INTERVIEWS

Principals and reading teachers are in a unique position to offer program information from several perspectives. With this in mind, 22 questions were developed by the ORE for the purpose of eliciting reading teachers' and principals' perceptions regarding the inservice training, implementation procedures, instructional outcomes, strengths, problems, and issues related to the EWP (see Appendix C).

Principals and reading teachers from eight schools were interviewed during the period of March 8-23, 1984. Seven of the schools were randomly selected from the 26 Phase I schools stratified by area. One school was selected because information from the interviews would also be included in the case study. Three ORE-trained interviewers independently conducted the 16 interviews of approximately 45 minutes. Principals and reading teachers were assured of the anonymity of their responses.

CLASSROOM TEACHER INTERVIEWS

Research efforts have substantiated the fact that adopting an educational innovation is a process that is experienced in different ways and at varying rates by individual users. In order to account for this individual variation a focused interview titled "Levels of Use of the Innovation" (LoU) was developed as one dimension of the Concerns-Based Adoption Model initiated by The Procedures for Adopting Educational Innovations Project at the R&D Center for Teacher Education, The University of Texas in Austin. A brief description of the LoU concept and categories can be found in Appendix D.

The ORE adopted the LoU interview format as a means of assessing the stages of implementation of the EWP by classroom teachers. Although the LoU interview is generic and can be used for any innovation, its successful utilization depends on a clear understanding of the complex concept on which it is based and sufficient practice in initiating appropriate probes and follow-up questions to elicit all the information needed in order to rate individual implementation. Therefore, two ORE staff members conducted and rated all LoU interviews.

For the purpose of the EWP evaluation, "use of the innovation" was defined as "inclusion of the four-step writing process into the classroom instructional program." Amount of time given to writing instruction was not considered. In addition to adapting the generic Levels of Use interview questions to assess use of the four-step writing process, three specific questions about school implementation were incorporated into the interview schedule. These were not included in the LoU rating procedure and are summarized separately. A copy of the interview questions can be found in Appendix D.

Three classroom teachers in each of the seven randomly selected Phase I schools and the case study school were randomly selected for interviews. One of the teachers in each

school was an EWP team member and the other two teachers (one primary, one upper elementary) were non-team members. Interviews were conducted from March 8 to April 11, 1984. Each taped interview was rated separately by the two staff members conducting the interviews, and there was immediate agreement between raters for 86% of the interviews. A second separate rating by each rater for the remaining 3 interviews produced agreement. This procedure was consonant with the "rate until agreement" system used by the developers of the LoU interview.

ELEMENTARY WRITING PROGRAM TEACHER QUESTIONNAIRE

In an effort to study teacher behaviors, The Elementary Writing Program Teacher Questionnaire (Appendix E) was developed by the ORE during the 1983-84 school year. This questionnaire was designed to have teachers report on the frequency with which certain writing activities take place in their classrooms. The basic survey includes a total of 40 items which focus on the process approach to writing (21 items), student writing folders and their content (6 items), and the nature of writing conferences (13 items). This survey was administered spring 1984, to teachers in Phase III schools who assist students with writing. An expanded version of the survey which contains the 40 items described above, and also contains items designated to gather information about the Elementary Writing Guide (3 items) and the implementation of the EWP (13 items) was administered spring 1984, to teachers in all Phase I schools.

STAFF WRITING ATTITUDE SURVEYS

In order to study staff attitudes toward writing instruction, a Staff Writing Attitude Survey (Appendix F) was developed by the ORE during the 1982-83 school year. It was administered to:

Phase I - School staff members who assist students with writing (January 1984).

Phase II - Phase II workshop participants (pre-administration in September 1983, and post-administration in December 1983).

Phase III - School staff members who assist students with writing (pre-administration in January 1984, and post-administration to take place in January 1985).

The Staff Writing Attitude Survey has two scales. One scale, consisting of nine items, measures staff members' attitudes toward the process approach to teaching writing; the other scale consisting of nine items, measures attitudes toward a more traditional approach to writing instruction.

The surveys were administered by the principals of Phase I and Phase III schools to their teachers. The Phase II workshop participants completed surveys at the beginning of the initial workshop and at the end of the last workshop in the series.

STUDENT WRITING ATTITUDE SURVEYS

Student Writing Attitude Surveys (Appendix G) developed by the ORE during the 1982-83 school year were administered winter 1983, to students in 52 randomly selected classes in the Phase III schools. The sample was stratified by grade level and by area. The Lower

Elementary Writing Attitude Survey was administered to 26 classes, grades 1, 2, and 3, and the Upper Elementary Writing Attitude Survey was administered to 26 classes, grades 4, 5, and 6. The surveys were administered to students by their regular classroom teachers. Students in grades 2 through 6 read the survey items themselves and marked their responses to the items on Scantron answer sheets. First grade students listened to a taped administration of the survey and marked their responses to each item on the survey itself. Information on grade level, sex, and school of each student was also collected.

The Lower Elementary Writing Attitude Survey is a single Liking to Write Scale consisting of twelve items. The Upper Elementary Writing Attitude Survey consists of two scales. In this survey, there are 17 items on scale I, the Personal Value of Writing Scale; and 6 items on scale II, the Cooperative Improvement of Writing Scale.

A COMPARISON OF TWO SCHOOLS

In an attempt to understand factors which may affect implementation, the eight Phase I schools which had been randomly selected earlier were ranked according to their estimated level of implementation. This estimation was determined through two independent rankings. The eight schools were first ranked on the basis of the Teacher Questionnaire results. Next, the same eight schools were ranked according to level of use ratings as indicated by the classroom teacher interviews. These two lists were then examined. On both lists, one school was first or second while another school was ranked eighth. Results for these two schools were then compared.

THE CASE STUDY

In order to obtain a more complete picture of the implementation of the EWP within a given school, one Phase I school was selected and studied in depth. The school was selected by the ORE from a list of schools provided by the program developers. All schools on the list were considered by the program developers to be good examples of EWP implementation.

In the case study school, as in all other Phase I schools, staff members involved with writing instruction completed the Staff Writing Attitude Survey in January 1984, and teachers completed the Elementary Writing Program Teacher Questionnaire in March 1984.

Interviews were conducted with the principal, the reading teacher, and three randomly selected teachers in the case study school as well as in the seven randomly selected Phase I schools. In addition to the activities conducted in all Phase I schools and those conducted in the randomly selected schools, three additional activities were conducted in the case study school. These activities included observing in the classrooms of each of the three teachers with whom interviews were conducted, collecting all of the writing done by three students at each grade level over a period of nine weeks, and collecting writing samples from students in third and sixth grade classes. The case study has a more detailed explanation of these procedures.

WORKSHOP EVALUATIONS

Participants in the workshop series for both Phase II and Phase III were overwhelmingly positive toward the staff development activities. Participants from all four administrative areas, including principals, reading teachers, primary or upper elementary teachers, responded positively to the evaluation questions presented at the end of each workshop. Examples of this enthusiasm are found in the responses to two items below:

1. The combination of inservice (theory, demonstrations, observations, lesson planning) along with the Elementary Writing Guide has been:

	Beneficial				Not Beneficial
	a	b	c	d	e
Phase II (N=78)	73%	23%	4%	0%	0%
Phase III (N=104)	72%	24%	3%	0%	1%

2. Because of this staff development package, my ability to teach writing has:

	Improved				Not Improved
	a	b	c	d	e
Phase II (N=78)	66%	31%	1%	1%	0%
Phase III (N=104)	69%	27%	4%	0%	1%

When a value is given to each point on the scle, with 5 being the most positive and 1 being the most negative, an average, or mean, can be determined for each item. When this was done for the five items dealing with the overall evaluation, all items indicated positive responses (see Table 3). For more detailed information about each workshop see Appendix A.

TABLE 3

Overall Evaluation of the Workshop Series
Rounded Means and Standard Deviations for Individual Items

	Item	Phase II (N=78)		Phase III (N=104)	
		$\bar{X}$	SD	$\bar{X}$	SD
1.	The goals of the Elementary Writing Program inservice have been: (accomplished - not accomplished)	4.53	.77	4.46	.76
2.	The combination of inservice (theory, demonstrations, observations, lesson planning) along with the Elementary Writing Guide has been: (beneficial - not beneficial)	4.58	.65	4.56	.73
3.	Because of this staff development package, my ability to teach writing has: (improved - not improved)	4.52	.68	4.49	.77
4.	Because of this staff development my ability to manage and integrate writing has: (improved - not improved)	4.30	.78	4.38	.81
5.	The opportunity to try out and practice new strategies before sharing them with other teachers in my school has been: (beneficial - not beneficial)	4.32	.82	4.46	.77

Range = 1-5
Neutral score = 3

KEY AREA OFFICE PERSONNEL INTERVIEWS

All area personnel who were interviewed in December were positive about the EWP. One specialist described the writing guide as the "best document Fairfax County Public Schools has ever published" and said this program has the best chance for making a difference of any curriculum program attempted. Another reported strength of the program is effective inservice training.

DIS Cooperation with Administrative Areas

All four administrative areas cooperated with the program developers from the Office of Curriculum Services (OCS) in a variety of ways. The program developers had formal and informal meetings with representatives from each area in the early stages of program planning. Areas were kept up to date with various aspects of the program through discussions at the regular monthly curriculum specialists' meetings. In addition, the areas and OCS shared the costs of substitutes in order that the team members could attend workshops. Other examples of OCS cooperation mentioned by individuals included joint planning sessions for workshops, joint organization of demonstration lessons, and "a lot of touching base."

School Selection

There were two basic approaches administrative areas used in identifying schools for each phase. Two areas used a procedure for school selection that was voluntary. The other two areas assigned schools to phases based on various criteria, e.g., other demands upon schools and an expressed interest in writing. One of these areas tried to keep pyramid groups when possible, while the other attempted to have representatives from each pyramid in each phase.

OCS Inservice Training

The workshops conducted by OCS were viewed as effective by all those who were interviewed. The factor mentioned most frequently as contributing to this effectiveness was the modeling of behavior using actual classroom settings. Half the respondents also felt it was important to allow those receiving training time to practice and refine strategies before planning anything for their staffs. Including the principal as a team member was also mentioned by half the respondents as a factor contributing to effective inservice training. Other factors mentioned were encouraging teachers to try out various activities and share their results, and providing teachers which the opportunity to talk to one another.

Development of School Plans

Areas were not directly involved in the development of schools' plans, but supported and encouraged efforts. Area specialists and resource teachers assisted when invited. One person emphasized the role of a facilitator in the revision of plans rather than being part of their initial development.

Support to Phase I Schools

All four administrative areas provided initial on-site support in the fall by meeting with teams or principals to discuss school implementation plans. Each area also had plans to meet with the Phase I teams as a group later in the year in order to help them assess their progress. All areas worked with teachers or provided materials to individual schools.

One area had voluntary inservice training sessions on Monday afternoons, which had enthusiastic responses from teachers but were discontinued after scheduling difficulties were encountered. One interviewee expressed concern about the amount of support schools need in order to implement a complex innovation. As the number of EWP schools grows, support becomes more difficult to maintain. At the time of the interview, long-range area plans for Phase I schools were not clear.

School Implementation

Although all those interviewed knew of factors contributing to implementation difficulties in individual schools, there was no consensus as to which factors contributed most. Factors mentioned were: teachers not persevering when things didn't work, teachers feeling jealous of each other, parents complaining about the partial implementation in a school, demands on schools which made it difficult to provide time for demonstration lessons and observations, lack of success with formal inservice training when used exclusively, teachers feeling uncomfortable with observations, teachers not realizing how much they still have to learn, and the risk of misconceptions or misinterpretations being passed on to others if team members don't understand the initial presentations on writing process.

Three of the four curriculum specialists mentioned the teacher-to-teacher approach as being the most successful strategy for implementing the EWP in a school. On the other hand, three of the four curriculum specialists also felt the role of the principal was a key factor for success. One interviewee reported an enthusiastic principal was important, while another said strong leadership and commitment were required.

PRINCIPAL AND READING TEACHER INTERVIEWS

Interviews were conducted with eight principals and eight reading teachers from the seven randomly selected schools and the case study school. Although there was a variety of responses regarding specific actions and plans at individual schools, there was widespread approval of the OCS inservice training and general satisfaction with the degree of implementation occurring at the school level. The results of the interviews are summarized and reported according to the following themes: school and team selection, OCS inservice training, development of school plans, non-college credit offerings, school implementation, student outcomes, and suggestions for future implementation.

School/Team Selection

According to the principals, schools were selected for participation in Phase I of the EWP for various reasons. Two principals stated that they had volunteered, three said that the schools were chosen because they were a part of a particular pyramid, one explained that the area office has selected the school and two principals were unsure. One of the reading teachers said that the principal had volunteered but the other reading teachers were unsure about the selection criteria.

Most principals reported that they had selected teachers for their school team based on leadership capabilities and a demonstrated interest in writing. Four principals had asked for volunteers and one principal selected the two teachers on the basis of a need for personal/professional growth opportunities.

Three of the eight Phase I school teams still have the original team members. However, five schools had new reading teachers for the 1983-84 school year. Four of these reading teachers had Phase I EWP training in their former schools and the fifth reading teacher had been a team member in Area IV's Writing Improvement Team project. There were no changes in classroom teacher team members in any of the eight schools.

OCS Inservice Training

Most of the people interviewed had extremely positive attitudes toward the OCS in-service training. The most helpful activities cited were demonstration lessons, the

opportunity to intermingle and exchange ideas with participants, and the specific ideas for classroom instruction offered. Several interviewees stated that they had experienced renewal and feelings of growth as a result of the training. One principal noted that the "periodic approach" of trying out ideas, coming back to discuss, and trying ideas again was excellent.

It is of interest to note that 10 of the 16 people interviewed suggested no improvements to the DIS workshops. Half of the reading teachers wanted more teachers trained. To maintain the enthusiasm for the EWP, two interviewees suggested follow-up workshops during the year following initial training.

Non-College Credit for DIS Training

There were some perceived differences reported by the principal and reading teacher at each school about how many team members had received non-college credit for their participation in the training. Some of this may have been due to fact that most of the reading teachers and some of the principals did not include the principal when considering "team members." Approximately two-thirds of the team members seem to have received the non-college credit for EWP training.

Development of School Plans

Almost all of the principals and reading teachers reported developing the school plans with their team consisting of principal, reading teacher and two classroom teachers. Three principals mentioned presenting the team's draft to the total school staff for review and suggestions.

The majority of the schools (5/8) did not ask for assistance from area and OCS personnel in developing their school plans.

Most of the principals and reading teachers reported changes in the time frame and strategies for carrying out school plans. Several interviewees said that the original plans had to be stretched out over a longer period of time because of the constraints of time and other school activities, e.g., audits, school reorganization, computer programs, and new basal reading programs. Several schools added to their plans an emphasis on writing in the kindergarten and/or a reading/writing connection. One school added another grade level to their implementation plans. Another school had planned formal inservice training but then changed to informal sharing.

Non-College Credit for School-Based Training

Of the eight schools, seven did not grant non-college credit to teachers participating in the EWP school-based training activities. One school offered non-college credit as part of another curriculum project offered at the school. Several school teams, however, discussed offering non-college credit. When asked their opinion as to why teachers might not elect to receive non-college credit, five of the eight reading teachers and three of the eight principals suggested that the teacher workload is already too great or that most of the teachers have sufficient course credit.

School Implementation

Most of the principals felt that being a part of the initial phase had had a positive effect on their school implementation of the EWP. Two mentioned that staff members had enjoyed being asked to present demonstration lessons to other schools and that this had reinforced the school implementation plans. In contrast to the principals' reactions, only

one of the reading teachers thought that being in Phase I had any effect and this was limited to the enthusiasm that accompanies being "first."

The majority of principals and reading teachers felt that the concept of training a team followed by the team training other staff was working well in their schools. Both principals and reading teachers emphasized that classroom teachers are more receptive to their peers and have more confidence in fellow classroom teachers' suggestions. Two principals and one reading teacher mentioned the "prestige" factor for team members who were involved in training others in the school. One principal raised the issue of rewarding teachers who take on the added responsibility of turnaround training and suggested some possibilities such as extra college credit, reduced workload, or an adjusted contractual date.

Several of the principals and reading teachers who felt that the concept of training a school team to train others was not working in their school seemed to be equating such training with formal inservice sessions only, because they also stated that the informal sharing of ideas was working well.

Five of the eight principals misinterpreted a question about which implementation strategies had been most successful, and described the parts of the EWP's four-step writing process that had been most popular in the schools. Two of the other three principals felt that the informal sharing of ideas or small group approach was most successful, while the third principal singled out the school workshops as best. Most of the reading teachers felt that the classroom modeling was the most successful implementation strategy. One emphasized that teachers believe what they can see.

When asked about possible barriers or problems that made implementation difficult, many of the principals singled out the time factor and/or many teachers' reluctance to change. The time factor included the number of demands both in the classroom and the school in general. Most of the reading teachers also cited these two factors as difficulties and one reading teacher indicated that limited administrative support had hindered their school implementation.

Principals and reading teachers were questioned about school publishing centers. Two schools reported having centers in operation using parent volunteers as staff. Two other schools were in the process of setting up publishing centers with parent volunteers. Four of the eight schools did not having publishing centers nor did they have future plans for such. Problems of space, funds, and manpower were cited. One of these principals stated that publishing already took place all over the school, and another described the role of the school librarian, who did some book-binding with limited materials.

Principals and reading teachers in the eight schools were asked to assess the overall effect of their schools' implementation efforts. Affective factors such as increased enthusiasm among teachers, students, and the parent community and a more relaxed attitude about writing on the part of teachers and students were cited by principals and/or reading teachers in four schools. Several principals and reading teachers indicated that both the amount and the variety of student writing had increased. One principal thought that teacher-student relationships had been strengthened through the conferencing process, and another felt that the writing program had helped to unify the school instructional program. One of the reading teachers emphasized that students had begun to express themselves in writing much better than before, and another said their implementation efforts had had a positive effect, especially on the ESL and LDR students. Only two reading teachers felt that there were minimal or no effects, and this was due to their perception that little or no school implementation had occurred.

Implementation Roles

When asked about their involvement with the implementation of school plans most of the principals indicated that they had played encouraging and supporting roles in their schools. Several principals said that they had direct communication with students about writing, and one stated he had begun to work with a group of students but had been unable to continue. Three principals encouraged or required an emphasis on writing through the EBO process or review of lesson plans. Three principals have actively participated in the school training program, and two principals mentioned the securing of additional equipment as part of their involvement.

The reading teachers were more actively involved than the principals with training activities for other teachers in the school. Seven of the eight reading teachers have given formal inservice training or modeled in the classrooms. Only one reading teacher stated that she had done nothing but help write the school plans. Three of the reading teachers worked with students separately, and several were responsible for coordinating the publishing activities in the school.

Both principals and reading teachers were asked how other team members had been involved in the school implementation, and both indicated various formal and informal sharing activities. Only two reading teachers included the principal in the context of "other team members."

The role of the OCS in the school implementation of the EWP has been mostly a supportive one according to the principals and reading teachers. Three principals stated that OCS staff members had been to their schools to conduct an inservice or to consult with the staff. Four of the principals also reported some in-school support from area office personnel. Half of the reading teachers were unaware of any school-based assistance from the OCS or area office. However, both principals and reading teachers indicated that they knew help was available if requested.

When asked if they felt a need for additional support, the principals had a variety of suggestions. One indicated a need for follow-up annual or semi-annual inservice training; another requested a checklist of things to look for in a school writing program. Three principals and two reading teachers (from four different schools) felt no need for additional support at this time. Two principals suggested a need to train more teachers from each school. Reading teachers also made additional individual requests such as money for supplies, help from outside the school to "sell" the program to staff members, and more classroom demonstrations dealing with time management issues.

Student Outcomes

As a result of reading teachers' and principals' visits to classrooms, they reported that children are writing more this year than in past years. Principals and reading teachers in three schools noted that children in kindergarten and first grade are also writing more this year. This is especially significant because traditionally little writing is taught in these grades. The most cited activities were related to prewriting and sharing or publishing, with fewer activities related to revision and conferring. Examples of activities cited are: webbing, data retrieval, categorizing (4 schools); student drawing on personal experiences to write (4 schools); teacher modeling (2 schools); "think" writing (1 school); journal writing (2 schools); conferring (2 schools); visits by guest authors (2 schools); integrating basal reader and writing (4 schools); writing across disciplines (4 schools); writing to pen pals (2 schools); publishing of books, stories, poems (3 schools); participation in contests, exhibits (2 schools).

Many of the interviewees felt that student writing is of better quality. Writing is better organized, reflects better thinking skills, makes better use of adjectives and adverbs, is more detailed, creative, and interesting. They reported that students are enthusiastic about writing and are more confident writers. One reading teacher said that the students are viewing themselves as authors. She said that when students read the writing of other authors, they question from "the inside." Interviewees felt teachers are more comfortable with teaching writing this year.

Integrating reading and writing is a theme of the EWP. Implementation of the integration appears to be quite varied. In four of the schools where integration of reading-writing was cited, the basal reader was used as a source for prewriting activities. One reading teacher viewed the teaching of writing as one more thing for her to do and said that more integrated lessons are needed. On the other hand, a principal indicated that the EWP is a positive answer to fragmentation, and that writing helps to integrate all areas.

Suggestions for Schools About to Begin EWP Implementation

When asked to give suggestions to schools just beginning to make implementation plans, three principals stressed the importance of choosing outstanding and enthusiastic team members. One principal emphasized the need to create enthusiasm and a philosophy before beginning to implement, and another stated the importance of encouraging reluctant teachers to participate. Two principals cautioned against trying to implement too quickly and a third stressed the need for the larger schools to have more team members in the initial training. One of the reading teachers also emphasized the need to be realistic and move slowly, but another cautioned against taking too long to implement for fear of the enthusiasm fizzling out. Reading teachers tended to offer specific pointers such as introducing the EWP manual one part at a time and placing an emphasis on classroom management.

CLASSROOM TEACHER INTERVIEWS

Twenty-two teachers in eight schools were interviewed to assess their individual classroom implementation of the four-step writing process and to elicit their perceptions of schoolwide implementation efforts. The results indicate that the four-step writing process is being used by most teachers who received OCS training and some who have received training by school team members. Perceptions of the degree of first-year implementation varied and several factors affecting such implementation such as team member roles, teacher reluctance to change, the pressures of time, and peer leadership were cited by many interviewees.

Level of Use for Team Members

Seven of the eight teachers interviewed who were EWP team members at their respective schools were rated at Levels of Use representing current implementation of the four-step writing process in their classrooms. Two of these teachers were rated at Mechanical Use (Level III), indicating that most of their efforts and attention are still directed toward classroom management aspects of the writing process. Three of these eight teachers were rated at Routine Use (Level IV A), indicating that their use of the four-step writing process has stabilized and that a routine pattern with few changes has been established to their satisfaction in their classrooms. Two of the teachers were given a rating at Refinement (Level IV B), indicating a more advanced stage of implementation wherein some changes in their use of the four-step writing process were being made based on formal and/or informal evaluation for the purpose of increasing the

impact on their students. Only one of the eight teachers who had participated in the workshops as an EWP team member was rated at Orientation (Level I), indicating general knowledge of the four-step writing process and some exploration of its value and demands but no present or planned classroom implementation.

Level of Use for Non-Team Members

Fourteen classroom teachers who were not EWP team members at their schools were interviewed and rated for Levels of Use. The responsibility for training these teachers to implement the four-step writing process in their classrooms was given to the EWP team within each school, with area and OCS support as requested. However, school implementation plans differed, and it was not anticipated that all classroom teachers in all eight schools would be fully implementing the four-step writing process in their classrooms by the time the interviews occurred. As expected, ratings of the Levels of Use interviews for these teachers varied. Six of the classroom teachers whose training was provided by the school teams were rated at Levels of Use representing current implementation of the four-step writing process in their classrooms. Five of these teachers were rated at Mechanical Use (Level III), indicating that most of their personal efforts were concentrated on managing the logistics, time, and resources needed for classroom implementation. One of the non-team member teachers was rated at Routine Use (Level IV A), indicating that a routine pattern for using the four-step writing process in the classroom had been satisfactorily established. Eight of the fourteen teachers interviewed were not yet implementing all four steps of the writing process. Three of these teachers (two from a single school) were rated at Non-Use (Level 0), indicating little or no knowledge of the four-step writing process. Five of the teachers interviewed who had not received direct training from OCS (two from a single school) were rated at Orientation (Level I), indicating that they were taking some action to acquire more information to add to their general knowledge of the four-step writing process.

Regardless of whether training had occurred at the OCS workshops, at the school level, or at all, none of the teachers interviewed were rated at Integration (Level V) or Renewal (Level VI). According to the design of the Levels of Use concept, this is consistent with the early stages of implementation. In fact, the developers caution that it is frequently the case that innovation users never reach Refinement (Level IV B) or Integration (Level V). In fact, the rare individual who reaches Renewal (Level VI) by searching beyond the present innovation for ways to increase student learning soon recycles to Orientation (LoU I) or Preparation (LoU II) with respect to a new innovation and a full cycle is created.

Implementation Issues

In addition to the generic Levels of Use questions adapted to assess implementation of the four-step writing process in the teachers' classrooms, several questions were asked relative to the implementation plans of the school's EWP team. Answers to these questions indicated that two of the eight schools had had few or no implementation activities during the 1983-84 school year.

The majority of teachers interviewed felt that the concept of training a team and then using them to train others was working well at their school. Several people emphasized that both the personality of the team members and the receptivity of the teachers were important factors for successful peer training. One of the teachers who had been trained at the OCS workshops commented that the other teachers in their school "...were interested in what we were finding out in the workshops. We didn't have to be the one who said we were here with all this knowledge."

Having an on the spot "expert" that one knows and who can model with one's own students and is available to assist with problems on a regular basis was cited as one of the greatest advantages of the school team concept. One teacher stated that, "It's easier to be told by someone you know." A teacher who was responsible for training other teachers in their school said, "We're in the classroom everyday, and I think another teacher can appreciate the fact that we know what the problems are that come up with the program. They can ask questions pertinent to things that actually happen in a classroom. I know I think it's a lot more beneficial when another teacher says it."

When asked what things the team members have done this year that have been most useful to them personally, many teachers cited the modeling of the various steps of the writing process using students in the classroom. After seeing a demonstration of conferencing with first graders, a teacher commented, "If first graders can do it, then certainly second graders can." Another emphasized that one of the most useful things for her was that in the school inservice, "...they made us write...showed me what students are going through."

All of the teachers interviewed were asked if there have been any barriers or problems that have made implementation difficult. Several of the teachers who were EWP team members and who were responsible for assisting with implementation mentioned the problem of changing teacher attitudes and instructional strategies. One team member commented, "Some people have been stuck in their ways a long time and, as with anybody, it's very difficult to change. It takes a while after a program is introduced for them to make up in their minds (that) it's not a negative thing." Another teacher suggested that, "...for it to be really implemented, you need administrator's (support)."

The problem of not having enough time was expressed by many teachers as a barrier to implementing any new curriculum innovation. One teacher expressed this by asking, "When you notice there's another science kit arriving when you haven't finished the last one, and you think, well, which is it going to be? Is it going to be writing or science? That's the biggest problem, trying to get everything in and do a decent job of presenting it." Another teacher expressed the same frustration by saying, "If we had more help, aides to help with publishing or conferencing, (that) would take some of the stress off of the teachers. Right now the whole load is falling on the teacher."

One of the teachers interviewed, who was responsible for assisting with the school implementation, cited not only time but her own reticence to tell others how to do something as a problem for her. She said, "I'm kind of shy about getting up (in front of others). When I get something working myself, if someone wants to do it, fine! But for me to get up and say, 'This is what you should do,' that's a different story." She added, "I should have been out mingling more. I have touched on three people but those people are always interested in ideas anyway and would try something and it just so happened to hit with them. I find more and more of them coming to me and asking, "How do you do this? How do you do that?" but I feel so pressured I don't have time in the morning to really share... and I really don't do it because there is a lot to do here and I figure I've got to do this (other thing) first. Plus, I feel very ill at ease because I don't have it down pat myself and the things I'm saying I'm (still) trying and I don't want them to try it unless I have it going perfectly. I feel that next year I could represent it very well."

ELEMENTARY WRITING PROGRAM TEACHER QUESTIONNAIRE

Phase I: The Teaching of Writing

In the 25 Phase I schools, 484 staff members completed an expanded version of the EWP Teacher Questionnaire during spring 1984. Scale I consists of items 1-21 and focuses on the process approach to writing. Items cover how frequently teachers engage in activities such as modeling, drafting, and meeting with students individually or in small groups, as well as how frequently their students engage in such activities as making use of the school publishing center or choosing their own writing topics.

Possible total scores on this scale range from 0 (where the respondent reports that these activities do not occur at all in the classroom) to 84 (where the respondent reports that all the activities occur in the classroom on a daily basis). Although response options appeared to cover the necessary range of responses, numerous respondents left items blank. Mean scores were computed for persons responding to all items on the scale. For these people the mean score was 49.7; that is, on the average, these activities occur somewhere between monthly and weekly. Participants in the OCS workshop for school teams had significantly higher scores than did other staff members and the eight schools in the sample had significantly lower scores than the remaining 17 schools (see Table 4).

Activities reported to occur most frequently were: students sharing writing by reading aloud to other students what they have written (Item 16); and students using activities such as brain storming, webbing, classifying and story structure during prewriting (Item 10).

TABLE 4

Scale I: Writing Instruction

	N	Mean*	Standard Deviation
Participants in OCS workshops	108	53.95	13.16
Other staff members	239	47.87	13.57
(Missing cases = 137)			

	N	Mean*	Standard Deviation
Sample of eight schools	119	47.47	12.58
Remaining 17 schools	256	50.75	13.80
(Missing cases = 109)			

Range for Scale I: 0-84

* Significant difference between means (.05 level or better).

Phase I: Writing Conferences

Scale II consists of items 22 through 34 and focuses on writing conferences and the frequency of behaviors such as giving students the opportunity to make judgments about their own writing.

Possible scores on this scale range from 0 (where the respondent reports that these activities never occur in the classroom during writing conferences) to 52 (where the respondent reports that all of these activities always occur in the classroom during writing conferences). For persons completing all items on the scale, the mean score was 33.8; that is, somewhere between sometimes and often. Again there were significant differences between participants in the OCS workshops and other staff members; however, there was no significant difference between the sample of eight schools and the remaining schools (see Table 5).

Activities within conferences reported to occur most frequently were giving students the opportunity to make judgements about their own writing (Item 27), incorporating reading/writing skill instruction (Item 28), and focusing on one problem at a time (Item 25).

TABLE 5

Scale II: Writing Conferences

	N	Mean*	Standard Deviation
Participants in OCS workshops	122	37.68	10.5
Other staff members	262	31.45	13.87
(Missing cases = 100)			

	N	Mean*	Standard Deviation
Sample of eight schools	144	34.15	12.92
Remaining 17 schools	277	33.58	13.09
(Missing cases = 63)			

Range for Scale II: 0-52

* Significant difference between means (.05 level or better).

Phase I: Student Writing Folders

Scale III consisting of Items 35 to 40 on the survey focuses on whether or not students have writing folders and, if they do, what students keep in those folders.

Possible scores range from 0 (where the respondent reports that students either do not have writing folders or do not keep the items listed in the folders) to 6 (where the respondent reports that students keep all of the items listed in the folders). The mean for persons completing all items on the scale was 2.92. There were no significant differences between participants in the OCS workshops and the other staff members or between the sample of eight schools and the remaining 17 schools (see Table 6).

Drafts of work in progress (Item 36) were most frequently reported as being items kept in student writing folders, while lists of skills which have been learned (item 38) and lists of skills which need further work (item 39) were least frequently reported as being kept in student writing folders.

On all three scales there were significant differences between the areas. Area IV had the highest means on all three scales but had the smallest number of schools (see Table 7).

TABLE 6

Scale III: Student Writing Folders

	N	Mean	Standard Deviation
Participants in OCS workshops	128	3.06	1.47
Other staff members	263	2.78	1.76
(Missing cases = 93)			

	N	Mean	Standard Deviation
Sample of eight schools	146	2.85	1.75
Remaining 17 schools	282	2.96	1.64
(Missing cases = 56)			

Range for Scale III: 0-6

Phase I: School Implementation Activities

The EWP Teacher Questionnaire administered to Phase I schools had an additional 17 items. Three of these items were related to the Elementary Writing Guide and the remaining items were related to program implementation.

Eighty-four percent of the respondents reported having their own copies of the Elementary Writing Guide (Item 41). Fifty-five percent reported that the Elementary Writing Guide was one of the best curriculum guides ever used or at least better than most curriculum guides (Item 42). Only 2% reported that it was worse than most curriculum guides. Furthermore, 58% of the respondents said the Elementary Writing Guide was useful or very useful in planning their writing programs for students (Item 43), and only 4% reported that it was not useful.

When asked to describe their situation with respect to school-based support for the implementation of the EWP (Item 44), 86.5% reported having begun to implement the EWP in their classroom. Of this group, 48% reported that school-based support was excellent; 41% reported that school-based support was sufficient; and 11% reported the need for additional school-based support. There was no significant difference between areas on this item.

Thirteen specific implementation activities were presented in Items 45-57. Respondents were asked to respond in terms of how useful these activities were in implementing the EWP. Responses to these items are presented in Table 8.

TABLE 7

Area Comparisons
Scales I, II, and II/Phase I

	N	Mean	Standard Deviation
Scale I**			
Area I	114	50.31	12.19
Area II	110	46.46	16.49
Area III	100	51.01	11.44
Area IV *	51	52.84	10.75
(Missing cases = 109)			
Range: 0-84			
Scale II**			
Area I	120	34.10	13.20
Area II	119	33.03	13.46
Area III	120	32.19	13.81
Area IV *	62	37.66	9.17
(Missing cases = 63)			
Range: 0-52			
Scale III**			
Area I	120	2.98	1.53
Area II	119	2.71	1.84
Area III	126	2.83	1.71
Area IV *	63	3.41	1.47
(Missing cases = 56)			
Range: 0-6			

* Area IV had only 4 schools in Phase I.
** Significant differences among means (.05 level or better).

TABLE 8

Percent Responding to Implementation Items

Item	Not Available in My School	Available But Haven't Tried It	Not Useful	Useful	Very Useful	Blank
45. Participating in informal discussions concerning teachers in my school.	2.7	4.8	3.9	49.0	28.3	11.4
46. Visiting other classes in my school in order to observe other teachers as they teach writing.	24.8	30.0	3.7	20.7	8.3	12.6

TABLE 8 (Continued)

Percent Responding to Implementation Items

	Item	Not Available in My School	Available But Haven't Tried It	Not Useful	Useful	Very Useful	Blank
47.	Visiting teachers in other schools to see what they're doing in the field of writing.	39.9	20.7	3.9	13.2	8.7	13.6
48.	Asking other teachers to observe writing instruction in my classes.	25.2	38.2	7.0	12.2	3.1	14.3
49.	Attending presentations to the entire faculty about writing	4.3	2.5	9.9	53.5	16.5	13.2
50.	Receiving handouts (articles, teaching ideas), other than the Elementary Writing Guide.	4.3	2.7	8.7	53.3	18.2	17.1
51.	Having a "Communications Box" or other means available for soliciting questions or ideas.	57.0	7.0	8.1	12.6	1.9	13.4
52.	Using parent volunteers to do clerical tasks which support the writing program.	16.1	19.4	4.3	24.0	22.7	13.4
53.	Talking with teachers from other schools.	22.5	9.5	4.5	34.7	14.7	14.0
54.	Meeting with grade level teams to discuss writing.	9.9	9.3	5.6	44.2	15.9	15.1
55.	Viewing video tapes of teachers in my schools working in their classrooms.	46.3	12.0	8.1	16.3	3.5	13.8
56.	Viewing video tapes and films about writing which were developed outside my school.	30.2	7.2	9.1	32.0	7.0	14.5
57.	Interacting with personnel from the area office.	12.8	11.6	11.6	38.6	7.4	18.0

Activities most reported as having been tried are: attending presentations to the entire faculty about writing (93.1%), participating in informal discussions concerning writing with other teachers in my school (81.2%), and receiving handouts (articles, teaching ideas) other than the Elementary Writing Guide (80.2%). Activities reported least often as having been tried were: asking other teachers to observe writing instruction in my classes (22.3%), having a "communications box" or other means available for soliciting questions or ideas (22.6%), and viewing tapes of teachers in my school working in their classrooms (27.9%). If we look at only the people who participated in any one of these activities, 80% or better felt the activity was useful or very useful in all except the following situations: having a "communication box" or other means available for soliciting questions or ideas (reported as useful or very useful by 64% of those participating), asking other teachers to observe in my classroom (reported as useful or very useful by 68.6%), and viewing video tapes of teachers in my school working in their classrooms (reported as useful or very useful by 71.0%).

TABLE 9

Scales I, II, and III by Selection for Participation in Phase III OCS Workshops

	N	Mean	Standard Deviation
	Scale I*		
Selected for OCS workshops	107	52.11	11.23
Other staff members	287	43.02	13.78
(Missing cases = 121) Range: 0-84			
	Scale II*		
Selected for OCS workshops	105	37.92	12.51
Other staff members	299	25.70	15.88
(Missing cases = 111) Range: 0-52			
	Scale III*		
Selected for OCS workshops	101	3.52	1.48
Other staff members	281	1.96	1.77
(Missing cases = 133) Range: 0-6			

* Siginificant difference between means (.05 level or better).

Phase III: Activities Before Major Implementation Efforts

Five hundred and fifteen staff members from 26 Phase III schools completed the EWP Teacher Questionnaire during the spring 1984. Although the results are reported below, the major purpose of administering this questionnaire to Phase III was to obtain a picture

of Phase III schools before major implementation efforts had begun. The results reported below will be more meaningful next year when they are compared to a second administration. On Scale I, II, and III, there were significant difference between persons selected for participation on the EWP teams and the remainder of the staff (see Table 9). In addition, there were significant differences among areas on all three scales (see Table 10).

TABLE 10

Area Comparisons
Scales I, II, and III/Phase III

	N	Mean	Standard Deviation
	Scale I*		
Area I	98	45.16	14.76
Area II	111	44.96	12.70
Area III	100	41.72	14.44
Area IV	117	49.51	11.67
(Missing cases = 89)			
Range: 0-84			
	Scale II*		
Area I	94	32.14	16.16
Area II	113	27.44	15.73
Area III	111	22.88	16.91
Area IV	122	32.42	13.83
(Missing cases = 75)			
Range: 0-52			
	Scale III*		
Area I	85	2.53	1.82
Area II	111	2.34	1.84
Area III	99	1.96	2.02
Area IV	121	2.66	1.59
(Missing cases = 99)			
Range: 0-6			

* Significant differences among means (.05 level or better).

Schools were not randomly assigned to phases; therefore, comparisons between Phase I and Phase III schools have definite limitations. However, it should be noted that Phase I schools had higher mean scores on all scales than did Phase III schools, and the differences between workshop participants and the rest of the staffs were generally less in Phase I schools than in Phase III schools.

STAFF WRITING ATTITUDE SURVEY

Phase I

The Staff Writing Attitude Survey (Appendix F) was administered to 574 teachers and administrators in the 25 Phase I elementary schools. Principals were requested to administer the survey to all teachers in their buildings who assist students with writing. Responses to individual items were summed to give two scale scores: one for attitudes toward a process approach to writing and the other for attitudes toward a more traditional perspective. The process approach to writing items included such ideas as: making time for writing in all subject areas, considering growth between first and final drafts in evaluating writing, and including writing activities as an integral part of writing instruction. Traditional items included such ideas as: teaching students to avoid errors whenever they write, marking all errors on student drafts, using grade level standards, and giving grades as the best way to motivate students to improve their writing. The possible range of scores for each scale was 9-45 with 27 being neutral. The higher the scale score the more positive the respondent was toward the approach considered. Information concerning area, current assignment, membership on the school's Elementary Writing Program team and whether or not the school is one of the eight schools selected for additional study was also collected.

Results indicate that there are no significant differences between areas on either the process or the traditional scale. Administrators had significantly more postive attitudes toward the process approach than did the other respondents; and, although differences between the various assignment groups were not significant on the traditional scale, administrators were less positive about the traditional items than were the other respondents. It should be noted here that 31 administrators from the 25 schools responded to the survey, and that one administrator from each school was on the school's Elementary Writing Program team. The percentage of administrators receiving training, therefore, was considerably higher than the percentage of individuals receiving training in any other category. Individuals on the Elementary Writing Program team had considerably more positive attitudes toward the process approach than did the other respondents; however, there was no significant difference in attitude between these two groups on the traditional scale.

The mean scores on both scales for teachers at the case study school were not significantly different from the mean attitude score for the other 24 schools taken as a group. The eight schools in our sample had significantly less positive attitudes toward the process approach than the other schools as a group did. Teachers in these eight schools also had significantly more positive attitudes toward the traditional items than did the teachers in the other Phase I schools (see "Sample of Eight Schools," Table 11).

Phase II

The Staff Writing Attitude Survey was administered to 107 participants at the opening session of the series of workshops for Phase II, and to 76 participants at the last Phase II workshop. Information concerning assignment and length of experience was also collected from participants.

TABLE 11

Staff Writing Attitude Survey - Phase I
(Means/Standard Deviations)

Area		Process Approach	Traditional Approach
Area I	(N = 152)	36.63/3.98	24.45/4.00
Area II	(N = 155)	37.51/4.09	24.95/3.66
Area III	(N = 184)	36.41/4.16	24.68/3.53
Area IV	(N = 83)	37.05/4.27	25.13/4.08

Assignment		Process Approach*	Traditional Approach
Teacher K-3	(N = 212)	36.70/4.00	24.44/3.68
Teacher 4-6	(N = 187)	36.63/4.08	25.01/3.69
Administrator	(N = 31)	40.19/3.09	23.87/3.38
Other	(N = 126)	36.67/4.35	24.92/3.97

Membership on Elementary Writing Program Team		Process Approach*	Traditional Approach
Yes	(N = 107)	39.65/3.99	24.52/3.38
No	(N = 452)	36.20/3.91	24.79/3.79

Case Study School		Process Approach	Traditional Approach
Case Study School	(N = 18)	38.61/4.26	23.39/2.45
Not Case Study School	(N = 556)	36.80/4.11	24.80/3.80

Sample of 8 Schools		Process Approach*	Traditional Approach*
Eight Schools	(N = 201)	36.11/4.03	25.28/4.03
Remaining Schools	(N = 373)	37.26/4.12	24.48/3.60

Range of possible scores on each scale - 9-45; neutral - 27.
* Significant differences among means (.05 level or better).

Results for first administration (see Table 12) indicate no significant differences among regular classroom teachers, reading teachers, administrators, and others on the process scale. There were also no significant differences related to length of experience on this scale at the time of the pretest. On the traditional scale there was a significant difference between the scale scores by assignment with reading teachers and the respondents in the "other" category having less positive attitudes toward the traditional items than regular classroom teachers and administrators.

There were no significant differences related to experience. On the second administration (see Table 13), there were no significant differences due to assignment or length of experience on either scale.

TABLE 12

Staff Writing Attitude Survey/1st Administration
Workshop Participants in Phase II
(Means/Standard Deviations)

Assignment		Process Approach	Traditional Approach*
Elementary/Reg. Classroom	(N = 51)	38.08/3.60	19.73/4.87
Reading Teacher	(N = 27)	39.15/4.18	16.33/4.33
Administrator	(N = 23)	38.43/3.81	19.35/4.34
Other	(N = 6)	38.00/4.77	15.33/4.13
Experience		**Process Approach**	**Traditional Approach**
Less than 1 year	(N = 0)	—	—
1-3 years	(N = 6)	38.00/5.06	20.17/6.65
4-9 years	(N = 22)	38.59/3.47	18.27/4.07
10 years or more	(N = 79)	38.41/3.88	18.49/4.90

Range of possible scores on each scale = 9-45; neutral = 27.
* Significant differences among means (.05 level or better).

There were, however, significant differences between the first administration and the second administration results on both scales (see Table 14). Scale scores on the second administration were significantly higher on the process scale and lower on the traditional scale than they were at the time of the first administration.

TABLE 13

Staff Writing Attitude Survey/2nd Administration
Workshop Participants in Phase II
(Means/Standard Deviations)

Assignment		Process Approach	Traditional Approach*
Elementary/Reg. Classroom	(N = 39)	40.82/3.19	15.26/3.32
Reading Teacher	(N = 23)	41.13/3.60	13.43/4.80
Administrator	(N = 11)	42.82/2.82	16.00/4.43
Other	(N = 1)	45.00/----	17.00/----
Experience		**Process Approach**	**Traditional Approach**
Less than 1 year	(N = 2)	39.50/7.78	16.00/5.66
1-3 years	(N = 2)	43.00/1.41	18.00/5.66
4-9 years	(N = 17)	42.06/2.86	14.59/3.50
10 years or more	(N = 53)	41.02/3.34	14.74/4.18

Range of possible scores on each scale = 9-45; neutral = 27.
* Significant differences among means (.05 level or better).

TABLE 14

Staff Writing Attitude Survey Workshop Participants
in Phase II
(Means/Standard Deviations)

		Scale I* Process Approach	Scale II* Traditional Approach
First Administration	(N = 108)	38.39/3.83	18.59/4.82
Second Administration	(N = 76)	40.93/4.05	15.17/4.75

Range of possible scores on each scale = 9-45; neutral = 27.
* Significant differences among means (.05 level or better).

Phase III

The Staff Writing Attitude Survey was administered to 615 teachers and administrators in the 26 Phase III elementary schools. Principals were requested to administer the survey to all staff members in their buildings who assist students with writing. Scale scores were computed. Information concerning area, current assignment, and membership on the schools Elementary Writing Program team was also collected. Although the results are reported in Table 15, the major purpose of administering this survey to Phase III was to obtain a picture of Phase III schools before major implementation efforts had begun. These results will be more meaningful next year when they are compared to a second administration.

Results indicate that there are no significant differences between areas on either the process or the traditional scale. Administrators had significantly more positive attitudes toward the process approach and significantly less positive attitudes toward the traditional items than did the other respondents. Members of the Elementary Writing Program teams had significantly more positive attitudes toward the process approach and signficantly less positive attitudes toward the traditional items than did the other respondents.

STUDENT WRITING ATTITUDE SURVEYS

Lower Elementary Writing Attitude Survey

The Lower Elementary Student Writing Attitude Survey (Appendix G) was administered to 535 first, second, and third grade students in 26 randomly selected Phase III classes. The sample was stratified by area and grade level. This survey, consisting of a single scale, has a possible score range of 12-60 with 36 being neutral. The higher the score, the more positive the respondent was toward writing. The results reported below should be considered as baseline data.

The survey gathers information on student attitudes toward such things as writing cards and letters, talking to their teachers about their writing, and helping other people with their stories.

TABLE 15

Staff Writing Attitude Survey
All Teachers Teaching Writing in Phase III Schools
(Means/Standard Deviations)

Area		Process Approach	Traditional Approach
Area I	(N = 127)	36.63/4.20	25.46/4.17
Area II	(N = 175)	36.34/3.60	26.30/4.24
Area III	(N = 158)	36.26/4.14	25.35/4.03
Area IV	(N = 155)	36.69/3.94	25.59/4.36
Assignment		**Process Approach***	**Traditional Approach***
Teacher K-3	(N = 224)	36.39/3.84	25.20/3.86
Teacher 4-6	(N = 197)	36.19/4.11	25.88/4.20
Administrator	(N = 30)	39.07/3.15	24.50/4.42
Other	(N = 150)	36.55/3.86	26.31/4.46
Membership on Elementary Writing Program Team		**Process Approach***	**Traditional Approach**
Yes	(N = 103)	38.26/3.94	24.33/3.44
No	(N = 483)	36.13/3.86	25.96/4.29

Range of possible scores on each scale - 9-45; neutral - 27.
* Significant differences among means (.05 level or better).

TABLE 16

Student Writing Attitude Survey
Lower Elementary - Liking to Write - Phase III
(Means/Standard Deviations)

		Liking to Write
Areas		
Area I	(N = 124)	43.31/7.73
Area II	(N = 188)	43.37/9.49
Area III	(N = 120)	41.54/9.75
Area IV	(N = 103)	41.41/8.90
Sex*		
Females	(N = 244)	43.93/8.66
Males	(N = 289)	41.36/9.25
Grade Level*		
Grade 1	(N = 140)	44.04/10.32
Grade 2	(N = 204)	43.15/9.46
Grade 3	(N = 187)	40.88/7.26

Range of possible scores = 12-60; neutral = 36.
* Significant differences among means (.05 level or better).

There were no significant differences in the mean attitude scores of the various administrative areas. There were, however, significant differences between the mean attitude scores of males and females and among the mean attitude scores of the various grade levels (see Table 16). Girls had significantly more positive attitudes toward writing than boys. In addition, students at lower grade levels had significantly more positive attitudes toward writing than did students at other grade levels.

Upper Elementary Writing Attitude Survey

The Upper Elementary Writing Attitude Survey (Appendix G) was administered to 659 fourth, fifth, and sixth grade students in 26 randomly selected Phase III classes. The sample was stratified by area and grade level. This survey consists of two scales. The Personal Value of Writing Scale, consisting of seventeen items, has a possible score range of 17-85 with 51 being neutral. The higher the score the more positive the respondent was toward the personal value of writing. This scale is designed to collect information on student attitudes toward such things as writing cards and letters, writing to help think about things being learned, journal writing, and writing to figure things out. The Cooperative Improvement of Writing Scale, consisting of six items, has a possible score range of 6-30 with 18 being neutral. The higher the score the more positive the respondent was toward the cooperative improvement of writing. Items collect information on such things as talking with their teacher about their writing, listening to their classmates read their written work, and using reading or talking with others as sources for good ideas to write about. The results reported below should be considered as baseline data.

There was a significant difference among areas (see Table 17) on the Personal Value of Writing Scale, but not on the Cooperative Improvement of Writing Scale. Mean attitude scores for Areas III and IV were higher than the mean attitude scores of Areas I and II on the Personal Value of Writing Scale. Females were significantly more positive than males on both the Personal Value of Writing Scale and the Cooperative Improvement of Writing Scale. There were no significant differences among the various grade levels on either scale.

FIRST-YEAR IMPLEMENTATION: A LOOK AT TWO SCHOOLS

Curriculum change within a school takes place at varying rates depending on a multitude of variables and their relationships within a singular educational setting during a particular year. A school staff may one year have an especially productive and creative program for fine arts development. The next year the staff's total energy may focus on mainstreaming students with multiple handicaps. No one school can fine-tune itself in every direction simultaneously. Therefore, a comparison between two schools which seem to be at considerably different stages during first-year implementation can only be made for the purpose of ascertaining factors that might facilitate curriculum innovation and should not be construed as a comparison of the total school program.

A review of the results of the Teacher Questionnaire and the Levels of Use ratings did indicate some distinct differences relating to implementation of the Elementary Writing Program in two Phase I schools. School A seems to be a school in which implementation is proceeding well, and School B seems to be a school where implementation is not proceeding as anticipated.

TABLE 17

Student Writing Attitude Survey
Upper Elementary - Phase III
(Means/Standard Deviation)

		Personal Value* of Writing	Cooperative Improvement of Writing
Areas			
Area I	(N = 147)	56.58/10.14	19.55/4.41
Area II	(N = 199)	55.14/9.40	20.01/4.12
Area III	(N = 155)	57.81/9.99	20.53/4.12
Area IV	(N = 158)	58.52/8.68	20.72/3.74
		Personal Value* of Writing	**Cooperative Improvement* of Writing**
Sex			
Females	(N = 345)	59.03/9.26	20.87/4.05
Males	(N = 310)	54.58/9.55	19.63/4.07
		Personal Value of Writing	**Cooperative Improvement of Writing**
Grade Level			
Grade 4	(N = 194)	57.42/8.95	20.27/4.20
Grade 5	(N = 243)	56.75/9.68	20.44/4.09
Grade 6	(N = 212)	56.72/10.14	20.18/4.01

Range of possible scores on Personal Value of Writing Scale = 17-85; neutral = 37.
Range of possible scores on Cooperative Improvement of Writing Scale - 6-30; neutral = 18.

* Significant differences among means (.05 level or better).

The Teacher Questionnaire results indicate a significant difference between School A and School B with regard to teachers' reported use of writing folders and various writing coference activities, teachers' opinions of the Elementary Writing Program Guide, and reported classroom implementation of and school-based support for the EWP. In all instances, School A had significantly higher mean scores than School B. In addition, a review of the frequency distribution of individual items indicates that not only are more implementation activities reported to be available at School A, but of those activities available at both School A and School B, a greater percentage of teachers at School A reported them as "useful" or "very useful." Such results indicate that School A's first-year implementation efforts have been more successful than those at School B.

The Levels of Use interviews indicated implementation of the four-step writing process in two of three classrooms at School A and in none of three classrooms at School B. Ratings of Refinement (Level IVB), Mechanical Use (Level III), and Orientation (Level I) were given to the three classroom teachers interviewed at School A while the interviews of three classroom teachers at School B produced two ratings of Non-Use (Level O) and

one rating of Orientation (Level I). In addition, there was a marked difference between the teachers at each school who received Orientation ratings. The teacher from School A was actively assessing her potential use of the four-step writing process based on information received at school-based inservice training sessions and from the school team members, had experimented with various steps in her classroom and was 90 percent sure she was going to implement the process when school began next year. In contrast, the teacher from School B, who was also rated Orientation, had been a participant in the OCS workshops and was an EWP team member for the school, but did not feel that the four-step writing process was appropriate for her students and was not interested in acquiring more information or sharing what she already knew with others.

A review of the principal, reading teacher, and classroom teachers' interviews indicated some possible differences between the two schools that might affect the implementation of a curriculum innovation such as the EWP. School A seems to have established an on-going staff development process which was simply adopted for spreading the word about the EWP. Modeling demonstrations, formal and informal sharing, grade level team planning and the regular use of area, central, and other FCPS personnel by the school to provide information and assistance to the teachers were all a regular part of the day-to-day environment in School A. This did not seem to be the case with School B. In fact, none of the people interviewed at School B expressed enthusiasm either for the workshops, the writing program, or for curriculum innovations of any kind. This was in marked contrast with the interviewees at School A who wholeheartedly endorsed the workshops and Elementary Writing Guide and unanimously expressed their own and other colleagues' interest in learning new and effective ways to assist students. In fact, a sense of collegiality was clearly obvious from the interviews at School A while those interviewed at School B seemed unaware of what their colleagues were doing, stated that there was little sharing among the staff, and seemed relatively disinterested in learning about additional strategies or materials.

Both the Teacher Questionnaire and the interviews indicate that the communication network at School A may be working more successfully than at School B. Similarities in responses by all personnel to interview questions and the Teacher Questionnaire were clearly evident in the results from School A. However, at School B there were striking differences in opinion regarding the availability of various implementation activities and materials and the perceived degree to which implementation had taken place. In fact, the principal at School B described the implementation as on-going and visible while the reading teacher stated that it had not yet begun.

The implementation design of the EWP focuses primarily on the individual school team and its efforts to carry out the school plans. The roles of the team members, especially the principal and reading teacher, seem to affect directly the extent of first-year implementation efforts. In School A all four teachers volunteered the fact that the principal's expectations and support for writing instruction as a priority had been one of the primary reasons for most teachers implementing writing process in the classroom. None of the teachers interviewed at School B mentioned the principal in any context. The reading teacher at School A was actively involved in the teaching of writing in a resource position. At School B the reading teacher had not initiated or participated in any implementation efforts and showed some resentment that reading teachers were automatically and not voluntarily included as team members. The classroom teacher team member interviewed at School A played a major implementation role by modeling in the classroom and sharing with staff on a regular basis. The classroom teacher team member at School B was not involved with schoolwide implementation in any way.

A difference in attitude between the interviewees at School A and School B was evident when the issue of time was considered. Almost all of the persons interviewed at both

schools mentioned the problem of finding enough time within the school day to experiement with curriculum innovations and/or assist other staff members to learn and discuss new concepts and strategies. However, at School A, time seemed to be one of several factors to consider when planning; e,g., the principal built some time for sharing into the schedules. At School B, those interviewed discussed the lack of sufficient time in terms of barriers to successful implementation and did not indicate that they planned to address the issue at all.

An awareness of the parent community and its participation in the students' education was clearly evident at School A. All of the classroom teachers mentioned the parents' reactions as an important consideration when implementing curriculum innovations such as writing process. Each of the teachers volunteered examples of parental interest (both positive and negative) and involvement; e.g., the publishing center is staffed by parent volunteers. In contrast, at School B no mention was made of the parent community either in terms of affecting classroom instruction or involvement with school activities.

The perceived differences between School A and School B as described could be incorrect. Only five people in each school were interviewed, and the results of the Teacher Questionnaire could be somewhat misleading. However, there does seem to be evidence of a consistent pattern that indicates that differences of climate, roles and attitudes do exist between the two schools. Such differences probably have affected to some degree the rate of implementation of the EWP at each school.

THE CASE STUDY

Although small in size, the case study school is representative of most schools in Phase I. The results from the Teacher Questionnaire and the attitude survey for the case study school were very similar to scores for the Phase I schools as a group. Interviews conducted with the principal, reading teacher, and three classroom teachers supported many of the findings based on interviews at the other seven schools. Factors affecting implementation such as team member roles, school priorities, pressures of time and curriculum demands, peer attitudes, and community support clearly surfaced as issues to be addressed. Classroom observations, meetings with staff members, student writing samples, and a nine-week collection of student writing all served to provide a picture of the real world in which a curriculum innovation like the EWP has to adjust in order to survive.

The case study school provided specific illustrations of the pleasures and pains encountered as implementation progresses. For example, during the period of the study, teachers at the school appeared to feel great pressures of time. In addition to addressing the needs of special student populations such as ESL and Chapter I, the students and teachers were involved in a number of extra-curricular activities. Finding blocks of uninterrupted time for teaching was extremely difficult.

In spite of this difficulty, writing seemed to be an important part of the curriculum. The 18 students who participated in the writing collection study generated 436 pieces of writing in a nine-week period. Seventy-five percent of this writing was used to convey information, arguments, or opinions to an audience somewhat distant from the author; seven percent of the writing was used to explore the authors' own feelings, learning, or knowledge; and twenty-one percent resulted in creative stories or poems. Frequency of writing ranged from once a week to daily. The writing collection indicates a tolerance for making changes in a piece of writing, but there was little evidence of extensive revision.

Even with its small faculty, the case study school was not immune to implementation difficulties. Each teacher was paired with a team member or someone else who had extensive training in writing. This type of one-on-one support might lead to expectations of quick implementation results, but interviews and observations indicate that individual change is a process that takes time to work through. Although non-team members were beginning to experiment with different aspects of the four-step writing process, they did not appear to be fully implementing the EWP on a regular basis. A reading of the case study will provide a more detailed description of the innovation within the environs of an individual school.

DISCUSSION

EXTENT OF IMPLEMENTATION

During the past year a large majority of Phase I teachers have begun implementing the EWP, although the degree of implementation varies among teachers. This is to be expected when an innovation is complex and may require major changes in some teacher attitudes and behaviors. Because many of these changes may take time, it is encouraging that most schools have both a principal who is very supportive of the writing process and a core of teachers who are implementing the program. These key actors may serve to support and guide future implementation efforts at the school level.

There are early indications that writing in Phase I schools may be improving. Principals and reading teachers in eight schools reported noting differences in the quality of student writing after visiting classrooms. They also commented that students were writing more often with greater enthusiasm and confidence. Further indications that students are writing frequently can be found in the case study school where students in many classrooms were writing once a week and in some cases daily.

EFFECTIVE CURRICULUM DEVELOPMENT

The curriculum development of the EWP has been extremely effective in its early stages of implementation.. Teachers, school administrators, and administrative area office personnel are positive and supportive of the inservice training. In addition, responses from the Teacher Questionnaire indicate that a majority of teachers feel the guide is well written and useful. However, these accolades are not sufficient support for stating that the curriculum development is effective. In order to be effective the training and program document must not only be well liked, but must in some way, make a positive difference. In this instance we have evidence that the curriculum development of the EWP does have an impact on those who receive training. Teacher attitudes toward writing instruction improved after attending the workshop series. Also, as a group they are implementing the program to a greater extent than those who have not received the same training. The ultimate determinant of effectiveness, improved student achievement is not yet clear. The EWP is in too early a stage of program implementation to assess the quality of student writing fairly. This task should be pursued at a later date.

In providing a context for viewing the EWP curriculum development model which uses a school-based team approach to effect change, the size of Fairfax County Public Schools should be considered. The curriculum developers have provided training for approximately 300 educators over the past one and one-half years. In many school districts this would constitute the entire educational school-based staff. Fairfax County does not have the luxury of providing all teachers long-term, direct involvement with curriculum developers. Therefore, training a school-based team appears to be a logical alternative.

A TWO-EDGED SWORD

Using a school-based team can be a two-edged sword. It has great potential for long-term, site-specific support which has a high degree of credibility. On the other hand, successful implementation is partially dependent upon factors in each school over which the curriculum developers have little control.

Schools are complex milieus of people, attitudes, behaviors, and cultures which make system-wide curricular dissemination extremely difficult. However, research indicates that innovations can be successfully implemented when the school is considered the unit of change. Therefore, the success of EWP implemention at the school level is dependent not only upon the quality of the training and the written materials, but also upon factors that contribute to building effective schools. Based upon a comparison of two Phase I schools it appears that a school which possess characteristics associated with being effective has a greater probability of successfully implementing the EWP as long as it fits into that school's priorities. As a result, this report includes a discussion of the factors that emerged from the evaluation which appear to be associated with effective schools and successful change as they relate to the EWP.

Positive School Climate

The first of these factors is a positive school climate. The term "climate" is an amorphous one which seems to change depending upon the author and the context of the study. There emerged from the 38 interviews conducted in eight Phase I schools several elements which can be put under the umbrella term of contributing to school climate. Each is briefly discussed below.

Overcoming Individual Resistance to Change. Most people like to feel comfortable and change, even when it's beneficial, often brings a period of great discomfort. The duration of this time period varies from person to person and some tolerate it better than others. One teacher, when asked if there were any weaknesses or problems associated with the EWP, replied, "Mostly with myself. I think the outlines, the manuals, the training, I think everything was really excellent as far as it could go. (I have been) teaching for 17 years and you get into habits and pressures, especially when you have a new reading series and you're really trying to dig into that material. I really find that I have to keep a much more open mind and just try to find where I can mesh these together - which isn't hard, but it's very hard for me because I'm in a certain pattern."

Conducting On-Going Staff Development. One school which used a variety of strategies, both formal and informal, for staff development seemed to be successfully implementing the EWP. In other words, in a successful school, teachers became learners on a regular basis.

Dealing With Pressures of Time. Almost everyone we interviewed felt as if they were bending under the burden of constantly increasing responsibilities with no clear understanding of how they would be able to do everything well in the time frame of a normal school day. This perception may have a negative impact on the implementation of any new program, including the EWP.

Building Communication Networks. In most instances, teachers carry on their daily responsibilities in isolation. That is to say, they do much of their detailed planning and probably all of their teaching in the absence of other teachers. The sharing of ideas, the communication of priorities and expectations, and short- and long-term school planning are dependent upon strong, dependable communication channels. Obviously, it is difficult to implement a program successfully if there is uncertainty about what it is, how important it is, or what resources are available.

Effective Principal Leadership

Another important factor affecting implementation of the EWP at the school level is the role of the principal. In addition to affecting the school climate, a principal can affect implementation through his or her level of support and the setting of expectations. In

one school where a principal used a laissez-faire approach to the EWP a teacher said, "If it (writing) is an objective in the (Annual) Improvement Plan everybody would get into it. The way I look at it, when people say it's not working, I say very logically, why doesn't an administrator say anything?" Another teacher who was a team member and involved with implementation said, "I know in some schools the principal just smiles and says, 'I will be looking for (your teaching of the writing process),' and therefore, the teachers come and say, 'How do you do this?'"

Clearly Stated Priorities

Having each teacher committed to writing as a priority may also affect EWP implementation. Almost everyone interviewed believed writing to be an important skill; however, that does not necessarily mean the same thing as assigning writing a high priority. When a teacher runs into scheduling conflicts, how does he or she decide what must be taught and what can wait another day or two? Although all teachers are faced with this dilemma, the EWP was being implemented to a greater extent by teachers in a school where writing was an identified priority.

The Teacher As Instructional Leader

In addition to the school organization influencing EWP implementation, teachers on the EWP team can influence implementation. The greatest strength of the team concept is the credibility derived from teachers training other teachers. Principals, teachers, and administrative area office personnel often mentioned this as a key aspect of the EWP. A quote that perhaps typifies this feeling is the following: "...I think another teacher can appreciate the fact that we (the team members) know what the problems are that come up with the program." Although the importance of peer teaching was evident in almost every interview, a large majority of Phase I teachers (75%) reported they never visited other teachers' classrooms. This apparent discrepancy between the ideal and the real world was not explored. It may be that internal difficulties in scheduling deterred some principals and teachers from making the effort. For some teachers, having visitors in the classroom may be associated with evaluation. For others, the staff may not have the level of trust and parity which helps to make coaching or observing a learning experience. Another important strength of the team concept often mentioned was the opportunity for professional growth and renewal for team members.

In addition, training several people from each school addresses the issue of teacher isolation. One team member related this incident: "When we were taking the course we saw a demonstration (about webbing). It was a nice lesson. But then, the next day when I came back into my classroom I said, 'Well, how do you do this?' And I remember when I started doing this I was making the web and I thought I wasn't doing it right. And I just knew something was wrong. I didn't have the right questioning technique. I didn't know how to flow with it. ...Then I spoke to the members on the writing team. I said, 'I just did a web and something was wrong.' I didn't feel like I was on the right track, so I spoke (to the team members) and I got some ideas. So I came back fighting again and got it on a roll."

The personalities and skills of individual members and how they interact with the rest of the faculty can support or impede implementaion. There is, for some teachers, a great deal of risk involved in peer teaching. These teachers may feel more comfortable presenting to other faculties where they are unknown rather than in their own schools. One teacher put it this way: "They (other faculty members) have not had the opportunity to talk to other teachers who are really excited about it (EWP). I'm really excited, but they know me and that takes away a little bit. They see me rush around here and get things going and do our projects. I think if they can see other people working and excited

about it, maybe they can pick up something different." The EWP wisely provides a full semester of training for team members before their schools are expected to begin implementation. For many teachers, this may be enough time but for some, it may take a full year of experimenting in the classroom before they feel confident enough to share with others what they have been doing.

Other characteristics that may vary among individuals and which seem to be important to the team concept deal with skills unrelated to the teaching of writing. For example, in most schools, part of the implementation process included presentations to large or small groups. Some teachers may be using the EWP well in their own classrooms but still may not be able to effectively organize a formal presentation. When selecting team members, principals should give serious consideration to issues of personality and skills not directly related to writing instruction.

ADMINISTRATIVE AREA SUPPORT

The role of areas in supporting the EWP tended to be a responsive one: they provided assistance when requested. Half the principals interviewed and 45% of the teachers who completed the Teacher Questionnaire indicated area office staff had assisted them and they found that assistance useful.

Although this role appeared to be the same for all four areas, there also emerged a difference which raised a question about the effect of voluntary participation upon implementation. There were significant differences between the administrative areas on the Teacher Questionnaire for both Phase I and Phase III regarding extent of implementation. If there had been a difference for only Phase I, it might be assumed that it was due to differences in program support. However, as Phase III schools have not yet begun implementing the program, the differences may not relate exclusively to on-site support to schools. Results in this instance are inconclusive because a comparative analysis by area was not within the scope of this study. There has not been an analysis of each area using multiple sources, nor do the schools in each area comprise any kind of comparable groups. However, the two areas which had the highest scale means for every scale except one, for both Phase I and Phase III, were the two areas which followed a voluntary policy for school selection.

Finally, just as it may be important for schools to have identified priorities, it may also be important for administrative areas and the school system as a whole. There were some teachers interviewed who were not yet convinced that the emphasis on writing is here to stay. If teachers believe the school system is following fads under the guise of priorities then their commitment and personal investment may be limited. One teacher, when asked if she was planning on doing anything different in writing instruction next year replied, "I don't think so. But who knows what they're going to tell us next year!"

CONCLUSIONS AND RECOMMENDATIONS

The first year evaluation revealed that the complexity and scope of the EWP requires more than one year if extensive school-based implementation is the ultimate goal. As a result, continued training and support is needed in schools that have already received initial training.

- Follow-up support ot Phase I and other early phase schools should continue. Examples of support activities are:
  - Encourage schools to reassess their school plans for writing after the first year. Did they accomplish what they set out to do the first year? What should they do differently this year? What should they continue?
  - Provide opportunities for team members to continue to meet as a group in order to share ideas and strategies.
  - Provide inservice training on writing topics related to the early implementation stages: e.g., conferring, revision, management of the writing process, and record keeping.
  - Provide a vehicle for exchanging ideas, such as a writing newsletter.
- Writing should continue to be a priority at both the system and administrative levels if widespread implementation is desired. Possible strategies for promoting the emphasis of writing as a priority include:
  - Continuation of an emphasis on the improvement of writing as part of the Annual Operating Plan.
  - Provision of resources such as mini-grants, mini-sabbaticals, and/or substitute funds when appropriate.
  - Consideration of a reduction in the number of objectives in a given year in order to emphasize the objectives which are selected and to reduce the feeling of pressure expressed by a majority of those interviewed.

The EWP incorporates quality training and excellent written materials which have contributed to highly satisfactory implementation levels for the first year. However, team members should possess an array of skills which go beyond the writing process if they are to implement the program successfully.

- Team members should be given the opportunity to broaden their leadership skills or some of these skills should be considered as prerequistes for initial team membership.
- Teachers should be encouraged to take greater advantage of coaching and modeling opportunities within the schools.
- Consideration should be given to adapting the team concept to meet special school needs. Larger schools may need larger teams or "sister schools" might profit by exchaning team members when appropriate.

First year evaluation activities revealed several factors which may affect program implementation over which the program developers have little control. If the EWP is

being considered as a curriculum design model, then it may be helpful to explore interventions which are aimed at increasing the school system's capacity for using teachers as instructional leaders and for improving school effectiveness. Some possibilities include:

- Encourage and support principals who wish to study, research, or discuss effective leadership or other factors contributing to effective schools. Such encouragement and support may increase the possibility of successful implementation of the EWP as well as other curriculum innovations.

- Sponsor, on an experimetal basis, inservice training for teachers on skills related to leadership and peer teaching. Possibilities include: communication skills, conflict resolution, and time management.

EXECUTIVE SUMMARY:
INITIAL REPORT OF THE EVLAUATION OF THE ELEMENTARY WRITING PROGRAM

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Research and Evaluation

SEPTEMBER 1984

Elementary Writing Program Evaluation Team Members:

Ann Cricchi
Martha Glennan
Kathleen Oliver, Ph.D.
Mary Ann Nocerino
Deborah Spitler, Team Leader

PURPOSE

The purpose of this two-year evaluation is to determine the extent to which the Elementary Writing Program (EWP) is implemented in representative phases and the effectiveness of the EWP at the school level in those phases. The first year evaluation activities focused on describing and analyzing development and implementation. Effectiveness will be addressed during the second year. The evaluation questions for the first year are:

- How does the inservice training component affect participants' attitudes and behaviors?
- To what extent is the EWP being implemented in schools?
- What role(s) did the Department of Instructional Services and the four administrative areas play in helping to plan, implement, and support the program?

PROGRAM DESCRIPTION

The EWP supports gradual implementation of the teaching of the writing process as described in the Elementary Writing Guide through the use of school-based teams. Each team is comprised of the principal, the reading teacher, a primary level teacher, and an upper elementary level teacher. It is the responsibility of each team to plan and manage the training of the remaining faculty members. Elementary schools have been divided into five groups called phases which sequentially receive: (1) a series of three 1/2 day workshops and one full day workshop over the course of a semester for a team from each school in addition to the two county inservice days, (2) assistance with developing individual school plans for school-based staff development in the teaching of writing using a four step process approach, and (3) on-site support from the areas as they implement those plans in their schools. All elementary school teams are scheduled to complete initial training by May 1985.

PROCEDURES

The evaluation of the EWP focuses on two phases of the EWP, Phase I and Phase III, and uses multiple data collection methods. Data collection methods included student and teacher questionnaires; interviews with key area office personnel, principals and teachers; and case study activities in one school. The data reported for Phase I provide a description of first-year EWP activities. (See the following table.) Data collected for Phase III will be used to look for changes in attitudes and levels of implementation in the second year of the evaluation and are not reported here.

Evaluation Activities in Phase I Schools

	All Phase I Schools	Seven Randomly Selected Schools	Case Study School
Staff Writing Attitude Survey	X	X	X
Teacher Questionnaire	X	X	X
Principal Interviews		X	X
Reading Teacher Interviews		X	X
Classroom Teacher Interviews		X	X
Repeated Observations/3 teachers			X
Student Writing Collection			X
3rd & 6th Grade Student Writing Samples			X

SUMMARY OF RESULTS AND CONCLUSIONS

Inservice Training

The EWP training provided by the Office of Curriculum Services (OCS) has been well received by a large majority of teachers, school administrators, and administrative area office personnel. Results from interviews and the Teacher Questionnaire reveal extremely positive attitudes toward the training and the Elementary Writing Guide.

In addition, there is strong evidence that the training affects both teacher attitudes toward writing instruction and teacher behaviors in the classroom. Teacher attitudes toward writing instruction were significantly more positive for those who completed the workshop series. Also, as a group, those who received OCS training reported implementing the program to a greater extent than those who had not received the same training.

The greatest strength of program implementation at the school level is the credibility derived from teachers training other teachers. Principals, teachers, and administrative area office personnel often mentioned this as a key aspect of the EWP. Additional strengths mentioned were the reduction of teacher isolation and the opportunity for professional growth and renewal provided to team members.

School Implementation

The current level of school implementation of the EWP is considered highly satisfactory for the first year. The EWP is viewed positively and has been successfully implemented by most teachers on the EWP team who attended the workshop series. After seven months of school-based implementation activities many other teachers in Phase I schools were just beginning to implement the program. Fourteen teachers in eight schools who had not received training from OCS were interviewed in depth. Slightly more than half of these teachers were not using all four steps of the writing process, with revision appearing to be the most difficult step for teachers to master. Of those who were using all four steps, most were concentrating on managing the logistics, time, and resources needed for classroom implementation and did not yet feel comfortable with the innovation. This is in contrast to eight EWP team members where only one of those interviewed was not using all four steps. This discrepency between team members and nonteam members reinforces the high caliber of OCS training and highlights the complexity associated with implementation at the school level. These differences in implementation were anticipated by both the developers and evaluators as current research strongly emphasizes the importance of the personal and developmental aspects of the change process. Such aspects cause implementation to move at a slow pace so that school-wide implementation requires more than one year.

First year evaluation activities indicate that successful implementation of the EWP is partially dependent upon factors in each school over which the program developers have little control. Interviews indicate that some teachers felt uncomfortable in their new roles because they were not yet confident about using the four step writing process or in training other teachers. The EWP provides a full semester of training for team members before their schools are expected to begin implementation, but for many teachers this may not be enough time to develop the confidence needed to share with others what they have learned.

Two Phase I schools that appeared to implement the EWP with differing degrees of success were identified for a comparison. An analysis indicated that there were organizational factors associated with successful implementation. In a school where there appeared to be extensive EWP implementation, the following factors were present: an emphasis on professional growth and development, functional communication networks, effective principal leadership, clearly stated school priorities, resistance to the pressures of time, and the overcoming of individual resistance to change. On the other hand, in a school where EWP implementation appeared to be minimal, most of these factors were absent.

There are early indications that writing in Phase I schools may be improving. Prncipals and reading teachers in eight schools reported noting differences in the quality of student writing after visiting classrooms. They also commented that students were writing more often and with greater enthusiasm and confidence. Further indications regarding student writing can be found in the case study school where students in many classrooms were writing once a week and in some cases daily.

Administrative Area Involvement

The role of the administrative areas in supporting the EWP tended to be a responsive one: they provided assistance when requested. Half the principals interviewed and 45% of the teachers who completed the Teacher Questionnaire indicated area office staff had assisted them, and they found that assistance useful. Although this role appeared to be the same for all four areas, there also emerged a difference which raised a question about the effect of voluntary participation upon implementation. The two administrative areas in which schools reported higher levels of implementation had followed a voluntary policy for school selection.

RECOMMEMDATIONS

The first year evaluation revealed that the complexity and scope of the EWP requires more than one year if extensive school-based implementation is the ultimate goal. As a result, continued training and support is needed in schools that have already received initial training.

- Follow-up support to Phase I and other early phase schools should continue. Examples of support activities are:

  - Encourage schools to reassess their school plans for writing after the first year. Did they accomplish what they set out to do the first year? What should they do differently this year? What should they continue?

  - Provide opportunities for team members to continue to meet as a group in order to share ideas and strategies.

  - Provide inservice training on writing topics related to the early implementation stages: e.g., conferring, revision, management of the writing process, and record keeping.

  - Provide a vehicle for exchanging ideas, such as a writing newsletter.

- Writing should continue to be a priority at both the system and administrative levels if widespread implementation is desired. Possible strategies for promoting the emphasis of writing as a priority include:

  - Continuation of an emphasis on the improvement of writing as part of the Annual Operating Plan.

  - Provision of resources such as mini-grants mini-sabbaticals, and/or substitute funds when appropriate.

  - Consideration of a reduction in the number of objectives in a given year in order to emphasize the objectives which are selected and to reduce the feeling of pressure expressed by a majority of those interviewed.

The EWP incorporates quality training and excellent written materials which have contributed to highly satisfactory implementation levels for the first year. However, team members should possess an array of skills which go beyond the writing process if they are to implement the program successfully.

- Team members should be given the opportunity to broaden their leadership skills or some of these skills should be considered as prerequistes for initial team membership.

- Teachers should be encouraged to take greater advantage of coaching and modeling opportunities within the schools.

- Consideration should be given to adapting the team concept to meet special school needs. Larger schools may need larger teams or "sister schools" might profit by exchanging team members when appropriate.

First year evaluation activities revealed several factors which may affect program implementation over which the program developers have little control. If the EWP is being considered as a curriculum design model, then it may be helpful to explore interventions which are aimed at increasing the school system's capacity for using teachers as instructional leaders and for improving school effectiveness. Some possibilities include:

- Encourage and support principals who wish to study, research, or discuss effective leadership or other factors contributing to effective schools. Such encouragement and support may increase the possibility of successful implementation of the EWP as well as other curriculum innovations.

- Sponsor, on an experimental basis, inservice training for teachers on skills related to leadership and peer teaching. Possibilities include: commmunication skills, conflict resolution, and time management.

REFLECTIONS: A CASE STUDY ABOUT ELEMENTARY WRITING PROGRAM IMPLEMENTATION

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Research and Evaluation

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Elementary Writing Program Evaluation Team Members:

Ann Cricchi
Marth Glennan
Kathleen Oliver, Ph.D.
Mary Ann Nocerino
Deborah Spitler, Team Leader

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A young boy stands in the middle of a seated but somewhat squirming semi-circle of small classmates. Carefully dangling his obviously made-by-owner "Fantistic Flying Machine" so that everyone can admire its construction, he haltingly relates the somewhat confusing tale of its assembly. Although anxious to replace him in the "Show and Tell" spotlight, most of his listeners seem to sympathize with the shy confession that Dad had to assist with the precarious final stage.

After much admiring and sharing of vehicles, the students and teacher develop a blackboard web to help structure the story each is going to write about his or her adventures in the homemade Fantastic Flying Machine. Suggestions for where they will go, what will happen, and how they might resolve each crisis fly from mouth to chalk.

Moving along her morning timeline the teacher smoothly shifts gears and in a few minutes one reading group has joined her at a back table while the remaining students work over their stories. The classroom in which these students are working bears much evidence that writing is a regular part of the day. Writings are taped by students to the wall. A hefty collection of student-published books are piled upon the "Writing Table" and accompained by a bird's nest, a real-life phenomenon used several days before as a natural writing stimulus. Writing is "alive and well" in this second grade classroom and the teacher and students are enjoying the process and each other.

(reconstructed from an observer's notes)

The classroom in which these students and their teacher live and work for most of the day, five days a week is a microcosm of a Phase I school in the Elementary Writing Program. Although it has much of which it can be proud, we will not identify this school, and so we have given it the ficticious name of Fairfax Elementary. Fairfax is a small school with approximately 300 students. The student population is comprised of students from many different races and socio-economic groups: there are students living in apartments, townhouses, and single family detached dwellings who are caucasian, black, hispanic, or asiatic. Forty-six students representing nineteen different languages are enrolled in an ESL program. Approximately nine percent (29 students) participate in the SULA program and another three percent (9 students) participate in the G/T program.

The students at Fairfax Elementary achieved above the national norms on the 1984 administration of the SRA Achievement Tests. A comparison to FCPS norms indicate that fourth grade students at Fairfax are achieving at about the same percentile rank as the county while the sixth grade scores are somewhat below the county as a whole. However, these sixth grade scores are almost ten percentile points above the school average Educational Ability Score. In other words, the SRA scores for the students at Fairfax can be considered quite satisfactory and are one indication that the fourth and sixth grade students appear to be achieving within expectations.

The faculty includes 12 regular classroom teachers and a part-time support staff of teachers for speech, band, strings, music, and physical education. In addition there is a half-time crisis resource teacher and full-time ESL, GULA, reading, and LD resource teachers.

We attempted to look at a single school in depth because we wanted a more complete picture of what happens in a school when a new writing program is implemented. The Initial Report of the Evaluation of the Elementary Writing Program has much information that is useful. However, the report looks at the Elementary Writing Program as a whole and could not look closely at implementation within the context of a school sitting. Fairfax is a mirror image of Elementary Writing Program implementation in Fairfax County Public Schools and we hope other schools, by looking at Fairfax, will see their own reflections.

Rather than selecting a school at random, we asked the program developers to identify several schools they felt were well into the process of implementing the Elementary Writing Program. Fairfax Elementary was one of the schools listed and data we have collected since reinforces the program developers' choice. Almost 80 percent of Fairfax's teachers indicated on the Teacher Questionnaire that they have begun implementing the program. Results from this same questionnaire reveal that Fairfax's extent of implementation of the Elementary Writing Program is not significantly different from Phase I schools as a group. Interviews we conducted also reinforce our perception that Fairfax is typical of other Phase I schools in dealing with the implementation of a new program.

In order to obtain a detailed description of Fairfax we collected five different types of data from the faculty and two types of data from students. Most of our activities took place during the third quarter when personnel from the Office of Research and Evaluation were in the school building on 23 occasions. See the following table for a listing of data collection instruments and targeted populations..

Data Collection Instrument	Target
Teacher Questionnaire	All teachers
Staff Attitude Survey	All staff members
Principal Interview	Principal
Reading Teacher Interview	Reading teacher
Classroom Teacher Interview	3 teachers
Repeated classroom observations	3 teachers
Notes from school meetings	Varied
Student Writing Samples	All 3rd & 6th grade students
Collection of All Student Writing for Nine Weeks	18 selected students

Because the writing process is complex, teachers do not follow the same procedures from day to day. Therefore, we could not expect to visit a classroom once and observe all four steps of the writing process. As a result, we decided to observe in the classrooms of three teachers we had randomly selected to interview and to visit these classrooms three different times over a four week period. For a more detailed description of the procedure and the observation instrument, please see Appendix A.

All three teachers were experimenting in some way with the writing process with varying degrees of success. All three used some aspect of prewriting and published or displayed student work. One difference between the teachers appeared to be whether writing was viewed as an integral part of the regular school day. In the classroom where writing was viewed as important, students wrote frequently. On the other hand, in one class, writing seemed to be associated with enrichment. The teacher told her students, "Those of you who are finished (writing) can go on with your regular work."

The revision process, especially holding teacher-student conferences, seemed to be the most difficult step for teachers to master. During our classroom observations one teacher conducted no writing conferences, another was trying it on her own for the first time, and the third teacher conducted conferences which were a regular activity during her reading group time. Conferring regularly with students about their writing may be slow to occur in a classroom because it requires extra time from the teacher and the use of strong management skills in order for it to be successful. In addition, some teachers feel students, especially in the primary grades, are neither interested nor able to revise their writing. At Fairfax, the primary grade teachers seemed to have divided opinions about their students' revision capabilities.

Some teachers feel that revision is more successful when students have a sense of ownership and audience. As student ownership deals with feelings and is therefore difficult to identify during an observation, we generally looked for the degree of leeway in selecting writing topics and whether the teacher or the student made decisions about changing the substance of a piece of writing. In one instance an observer was talking with a girl about a rough draft she was "revising." All the changes on the paper had been made by the teacher. When asked why the changes were made the girl shrugged her shoulders and said, "I don't know." This may be an example of a teacher attempting to help a student when, in fact, she has taken over ownership of the writing. In so doing, she may have lost a teaching opportunity and reduced student interest not only in one piece of writing but in future writing as well.

A LOOK AT THE QUALITY OF WRITING

In order to obtain an indication of the quality of writing at Fairfax Elementary we collected third and sixth grade student writing samples during the week of April 23. Third and sixth grade were chosen because they represent primary and upper elementary termination points.

All third and sixth grade teachers administered formal prompts to their students for a total of 64 students in four classes. Each grade level received a different prompt, although the topic was similar for both. Students were given two 20-minute periods to write and revise a description of a special place. Appendix B has copies of the prompts and the directions for teachers.

All identifying information was removed from the final copies. Each paper was independently read by two people using a primary trait scoring method. Each reader assigned a score of one to six and then the two scores were added for a final score of two to twelve. If readers were more than one point apart the paper was read by a judge who resolved the difference. The initial rate of agreement for the third grade papers was 93 percent while the rate for the sixth grade papers was 100 percent.

With the primary trait scoring method, readers read a paper quickly and give it a single score that is based on objective criteria for a single trait. In this case, papers were judged according to how well each paper provided a description about a place indicating it was special to the author by using a variety of sensory detail and elaboration of detail. The criteria for sixth grade papers also included the use of organization. The following examples of papers provide an indication of the quality of writing associated with each category. Since the categories are ranges, the reader should remember that papers which received similar scores may vary in quality to some degree. The student writing has been typed in an attempt to save space, but efforts were made to maintain all details of each original piece. Appendix B includes copies of the scoring guides and procedures.

REPRESENTATIVES FOR EACH SCORING CATEGORY

1

At school

I read a book to the children in my class. it was called raggedy ann. it use to be my sisters when I was not barned. The is why it has tayp on it.

2

My favorite place is a department store or toy store like JC Penny, Sears, Mongomry-ward, Toys r us, hay bee, h and h, Bradles, Toyland etc. I also like the theater too because they make great popcorn and for a low price. But the department stores are good too because they sometimes smell like plastic or fresh jelly beans or another peice of candy. And the music is great especially when the press a button and it stops and the employee says something over the microphone. The color of Toy stores are good too. And if I have money its terrific because I can buy anything I want.

3

My hiding place

My favorite spot to hide is in my fort in my neighbors yard. The fort is a pine branch, dark green fort.

On the inside it has a cubby hole and a look-out. There also is a roof and the pine leaves fall on you. The smell is a sweet smell of pine.

The door is on the north-western side and the look out is on the south-eastern side. The way you get to it is to go down my hill and into my neighbors yard. Then go down through the woods and to the creek.

The fort is a dome type structure. It has roots on the top for installation and water proofness.

4

My Favorite place

My favorite place is the Library of Congress. I like it because it is very silent. It has lots of interesting books, and beautiful pictures. At the Library of Congress they have lots of important things, for instance the Cuttenburg Bible. The Guttenburg Bible is the Bible that Guttenburg made himself. Guttenburg made the Bible with his own hands. The Bible smells very old. Libraries are very silent but not like this one. When I think of the Library of Congress I think of a very quite, soft and gentle place. The look of has many of beautiful things in it. Like the Scuptures on the cealing. And even on the side walls. There was pretty tile on the floor. They have lots of elevators. But you can choose to use the stairs if you please to.

The pictures there have pictures like President Reagan and his wife dancing, oil paintings and Acrilius. There are also other pictures of the Reagans.

5

My Favorite Place

My favorite place is in my very own home. It feels nice and cozy always in my huge house. Everyone that comes to my house feels contented. It smells like fresh wildflowers when the window is open on a sunny day. I do so like my house because it is warm. My house has lots of toys and nice play things. Almost everyone says my house sounds great. I think my house is two stories high. It has about thirty stairs. My colorful house is almost like my friends house. The outside of my house is surrounded by bushes. My house has a dogwood tree very nearby it.

6

As we stood in the fresh mountain air, I rubbed the dusty car and held my mother's hand tightly. 'Way down below were little dots and green patches I assumed were cars, people, and planting land. I had always thought I wasn't afraid of heights, but looking far below made me run to the other side of the car, safe and sound.

We parked the car at a ranger's station and climbed. Up, far up we went, passing jungle-like-growth, and even a fat squirrel or two. The trees were gold, scarlet, jade and a deep rusty orange, showing beautiful colors. An October breeze, a cool, fresh, sparkling breeze, rustled the leaves. A scarlet leaf rested on my head. I tried to keep it there, but it fell off soon afterwards.

The floor of this majestic, yet beautiful mountain was not a dull gray-brown-greenish color and not at all the color most common in rocks like the rocky, rough floor we were stepping on. It was covered with green moss and leaves were scattered everywhere. Birds sang and twittered, knowing full well winter would soon arrive. The wind whistled, forcing my father to chase his handkerchief.

You would think trekking two miles up a rough mountain would be tiring, but it wasn't. Something in the fresh, nippy breeze, the vivid colors made me feel alive, happy, and lighthearted. And when we got to the top, sitting on a boulder, looking down yes, that is true happiness for me.

When the two scores each paper recieved were added together, it was possible to rank each piece of writing on a twelve point scale. Each grade level was then looked at as a total group. The frequency charts on the following page indicate that a large majority of the papers received a six or less and that the distribution of scores for both grade levels was skewed towards the bottom third of the distribution.

Results from the primary trait scoring procedure indicate that few students were able to describe a place so vividly that the reader knew the place almost as well as the author. Many students were able to describe a place but their writing lacked variety of detail or used words that were vague. Sixth grade students often showed a lack of organization when arranging descriptive details.

These results describe writing at Fairfax Elementary at only one point in time. The question, "Was there improvement in student writing?" cannot be answered. Students may have improved a great deal or very little. We can only report how students performed on one piece of writing in April. We must also be careful that we do not generalize to how these students would perform on other kinds of writing. We can only report how students performed when attempting descriptive writing and results might be very different for persuasive or creative writing.

A LOOK AT WRITING PROCESS

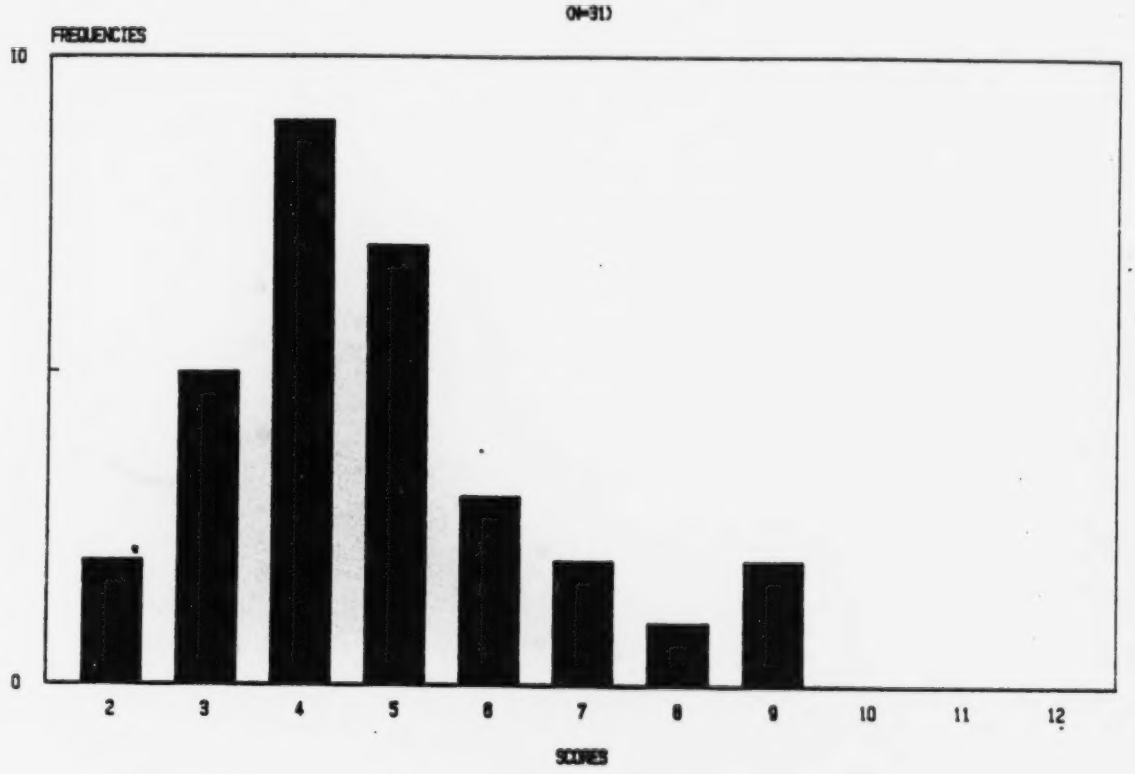
We were interested in exploring ways to look at writing process as well as obtain a measure of the quality of writng. In general, the determination of the quality of writing focuses on the final product and although this provides valuable information, we felt there were aspects of the writing program that might go unnoticed unless we looked at student writing in different ways. As a result, we adapted Arthur Applebee's descriptive secondary functional writing categories for use in an elementary school. To expand the look at the nature of the writing tasks, we also devised other categories in an attempt to facilitate the description of writing process evident in a collection of writing.

Eighteen children, three per grade level, reflecting various stages of writing development, were selected by the 9 teachers who volunteered to participate in the study. The teachers were asked to collect all student writing, except drill exercises, handwriting, and tests, over the 9-week time period of January 23-March 27. Teachers or children were also asked to record the assignment for each piece of writing when appropriate.

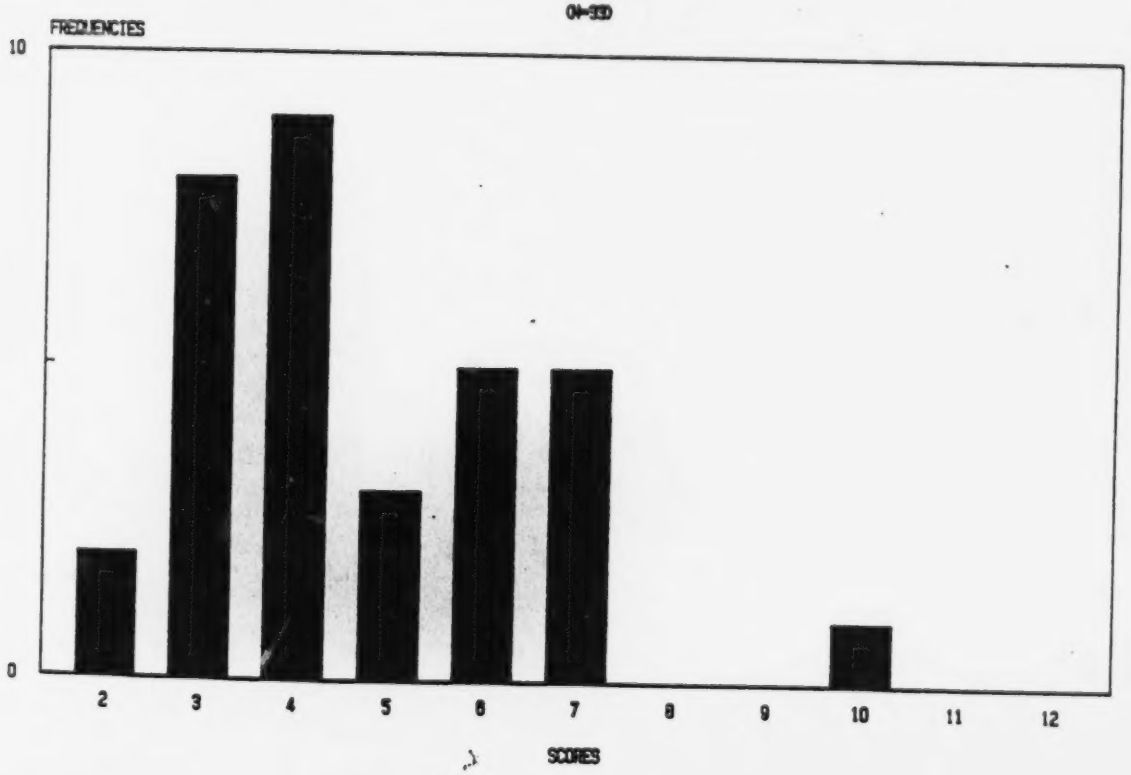
Two teachers trained and experienced in the teaching of writing independently rated each of the 436 pieces of writing collected after a two hour training session on the use of the instrument devised to categorize the writing. The results were compared indicating immediate agreement between the raters for 59 percent of the ratings. Where there was disagreement between the two raters a member of the evaluation team independently rated the writing a third time. If two of the three ratings were the same, agreement was established. This procedure resulted in a final agreement rating of 89 percent.

WRITING SAMPLES
FREQUENCY CHARTS: NUMBER OF PAPERS
RECEIVING EACH SCORE

THIRD GRADE



SIXTH GRADE



Writing Function Categories

The writing functions, or uses of writing, were divided into three major categories: informational, personal, and imaginative.

Informational uses of writing. This is writing to convey information, arguments, or opinions to an audience somewhat distant from the writer.

Personal uses of writing. This is writing in which the language remains close to the writer. The audience is usually the writer or a close friend. Its purpose is to explore the writer's feelings, moods, opinions, learning, or knowledge.

Imaginative uses of writing. The writer uses language as an art medium. Stories and poems are examples.

In categorizing the pieces of writing form was sometimes, but not always, helpful. To illustrate this point and to further clarify the function categories, the following example demonstrates how journal entries could conceivably fall into three categories. (see Appendix C for a more detailed explanation).

Journal entry #1. A student writes about spring in response to a teacher's assignment. The writer demonstrates his/her knowledge about the season. This piece is categorized as an informational use of writing.

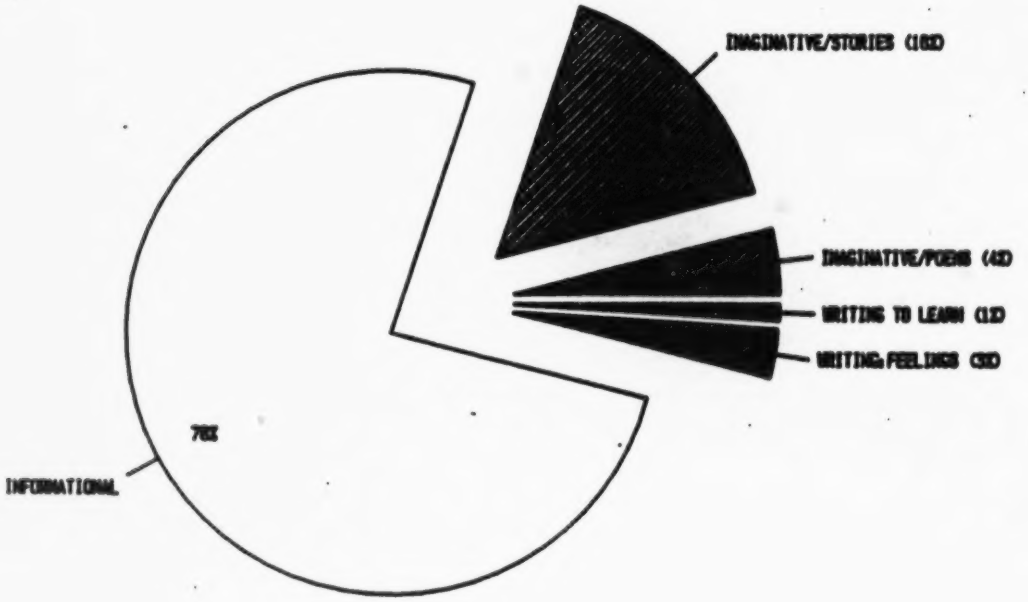
Journal entry #2. A student responds to a teacher's assignment to write to think about what he/she knows about Spanish customs and to see what questions surface which are of interest to the student. This piece is categorized as a personal use of writing.

Journal entry #3. A student writes a poem about spring. This piece is categorized as an imaginative use of writing.

Seventy-one percent (279 pieces) of the writing collection were pieces written to convey information, arguments, or opinions to an audience somewhat distant from the writer. Imaginative writing was the second most frequent use of writing with 21 percent (82 pieces). Personal writing comprised 9 percent (34 pieces) of the writing collection. Although the differences between writing at the primary and upper elementary levels do not appear to be great, the upper elementary students used writing more frequently for personal uses (writing to learn in particular) than the primary students. See the following graphs below for more details.

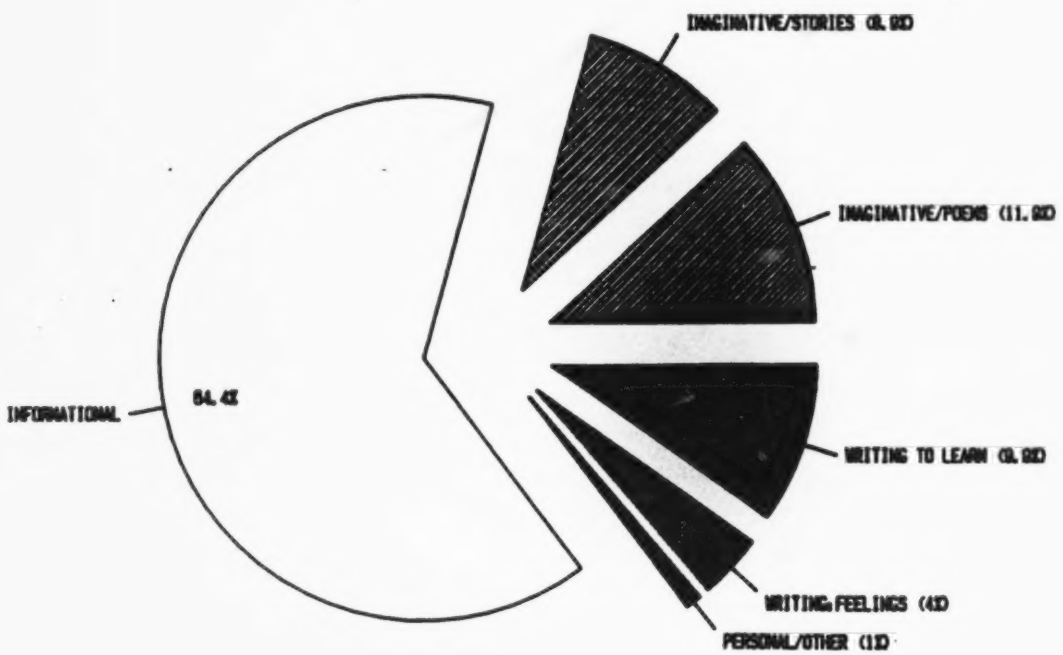
WRITING FUNCTION CATEGORIES

PERCENTS FOR GRADES K-3



WRITING FUNCTION CATEGORIES

PERCENTS FOR GRADES 4-6



Writing Process Categories

The writing process categories we used related to prewriting, drafting, and revising. Prewriting was subdivided according to strategies recommended in the Elementary Writing Guide.

Thirty-two pieces of writing reflected prewriting activities. A large number of writing (200) was judged "single piece with changes/revisions." In reviewing these pieces of writing, a large number of the changes were occasional editions such as respellings, word insertions, or word deletions. There was little evidence of extensive revisions where ideas were added, deleted, refined, or reorgainzed.

Although the writing collected is representative of student writing, it is not comprehensive because of the limitations of a folder system. Some places of writing were not inlcuded because they could not be stored in the folders' i.e., one primary writing assignment about winter was done on a three-foot, gaily painted paper mitten. A few "published" books were at the publishing center. In a few cases, pieces of writing were lost. Some letters were sent by enthusiastic students before they could be copied.

Writing Process Categories
Frequency of Pieces of Writing

Categories	Grade Levels K-3 %	K-3 N	4-6 %	4-6 N	Total %	Total N
Prewriting	8	15	13	17	10	32
Brainstorm lists	1	1	1	1		
Webbing	4	7	5	7		
Classifying	0	0	0	0		
Sequencing	0	0	0	0		
Story Structure charts	3	6	7	9		
Data Retrieval charts	0	0	0	0		
Other	1	1	0	0		
Single unedited piece ("draft" is not indicated, and there is no evidence of revision)	12	23	29	38	18	61
Single pieces with changes/revisions	68	134	49	66	60	200
Single pieces with "draft" noted on it (may or may not have changes/revisions)	8	16	9	12	8	28
Second draft with changes	3	5	1	1	2	6
Third draft with changes	0	0	0	0	0	0
A revised piece which is "finished". No changes/ revisions noted.	2	4	1	2	2	6

The heart of Fairfax's staff development for the Elementary Writing Program was the buddy system. The team members joined with the SULA teacher and a teacher who received training from the Northern Virginia Writing Project to form a core of peer teachers. Each was responsible for helping one or two other faculty members learn and use the Elementary Writing Program. There did not appear to be any specific requirements on these new instructional leaders other than the expectation that they would help their counterparts and keep the principal, Mrs. Smith, appraised of the general progress. To our knowledge, there were no formal large or small group presentations for the faculty.

Mrs. Smith formed the peer teachers, along with the librarian, into a Writing Committee. This committee met regularly to discuss implementation of the writing program and to provide feedback to Mrs. Smith when making decisions about writing. She also supported writing in other ways. For example, she went to great lengths to obtain a high quality book-binding machine. She described herself in the following manner, "I've been enthusiastic. I've given leeway and also direction."

With the buddy system put into place, the Elementary Writing Guide distributed, and the strong support of the principal, teachers knew they were expected to implement the Elementary Writing Program. When one teacher was asked if she had the guide she replied, "Yes. I really felt pressured that we were supposed to do this whole process."

Like the majority of Phase I schools, many of the teachers at Fairfax were just beginning to use all four steps of the writing process as outlined in the guide. After seven months, only the team members and others who had received intensive training in writing were at a level of use where they felt comfortable with the four step writing process. Why hadn't implementation progressed more quickly? One reason may be that changing the behavior of individuals can be extremely difficult (Bird, 1984). If a teacher doesn't believe primary students are capable of writing or if a teacher feels other skills, such as reading or math, are much more important, then that teacher will be reluctant to expend large amounts of time and energy to make a change. One team member put it this way, "If they're receptive to writing (the team concept works well). Some of the others who feel it is not as valuable or too time consuming haven't been as easy to convince."

Another reason Fairfax and other Phase I schools are not implementing the Elementary Writing Program to a greater extent may have to do with the competing demands for time with which many schools in this evaluation had to cope. For example, when we asked some teachers at Fairfax to allow two 20-minute periods for their students to write about a specified topic, one teacher said she did not have 20 minutes when all her students were in her class, and she would need to make special arrangements. Observations of other classrooms during the language arts block reinforced this statement. Students from the observed classes went to ESL, SULA, and LD resource during the times we observed. These students were leaving the room to work on language arts skills and so it was permissable for them to leave during the language arts block, but it appeared to cause some difficulties for both students and .E

teachers in giving and understanding directions for seat work or building motivation for later activities. In one case as the students came and went, the in-class size during language arts ranged from 25 to 12. Extra-curricular activities, although also an important part of the curriculum, only served to exacerbate the scheduling difficulties. Activities of which we were aware and which competed for time during the school day were: safety patrols, SCA, school newspaper, Arbor Day, Great Books, superintendent's English contest, field trips, assemblies, field day, and plays. System-imposed requirements that also impinged on instructional time included SRA and POS testing, an audit, and our case study activities.

In addition to scheduling conflicts, teachers at Fairfax had to struggle with competing demands for time that arose from multiple objectives, each a priority for a given school year. In addition to phasing in a new basal series, the 1983-84 objectives for Fairfax were listed as improving communication skills in writing, improving skills in math and science, expanding the use of computers, increasing community involvement, and increasing the integration of library media services. We have no indication that these objectives were unusual in their content or number. Indeed, there were approximately 24 objectives for the administrative area to which Fairfax belongs and 47 objectives for the school system as a whole. The effective schools literature reminds us that schools which have been identified as effective have clearly identified priorties (Cohen, 1983; Purkey and Smith, 1982). What is not clear is exactly how many priorities and objectives a school or school system can establish and have them remain effective. Are 24 or 7 objectives too many? Would three objectives be too few? Our look at Fairfax provided no answers to these questions but merely restates them.

Schools are bombarded daily with problems to solve. "Which programs best fit our school's needs?" "What types of inservice do we need?" "How can we teach everything well for which we are responsible?" "In which materials should new students be placed?" "How can we best use volunteer help?" "Which basal should we use?" And on, and on, and on... Although principals can provide the leadership required for solving problems confronting their schools, it is in schools where teachers play an active role in decision-making that the solutions are most effective (Cohen, 1983; Purkey and Smith, 1982; Fullan, 1982). Unfortunately, the time alloted to solve these problems, and others like them, is often extremely short. This tends to make school staff members crisis-oriented. They often live from day to day with little opportunity or inclination for reflection or long-range planning.

The image of a crisis-oriented educator is most often discussed when describing the life of principals (Manasse, 1983). However, teachers also tend to be crisis-oriented. The time provided for teachers that is not taken up with the actual instruction of students is small when compared to the tasks they must complete. The following is a partial list which Fairfax teachers could, no doubt, embellish: devise multiple lesson plans, prepare bulletin boards, evaluate papers and projects, gather assorted materials, develop and grade tests or quizzes, meet with specialists, parents, and other teachers, tutor students who need extra help, and make arrangements for special activities such as field trips or outside speakers. There seems little time left for exploring solutions to problems that require reflection or long-range planning.

The constant pressure of time at Fairfax Elementary presented one obstacle toward building a nurturing, reflective environment. However, there were indications at Fairfax, as in other schools, that expanding the work day alone would not necessarily create the supportive and trusting atmosphere that generates creative and successful problem solving. When we looked at teachers and individuals and how they related to one another, several factors emerged that might negate attempts toward long-term staff development and school improvement.

In most interviews we conducted, including some at Fairfax, teachers revealed they were not in the habit of objectively assessing the changes surrounding them. One teacher at Fairfax, when asked if the students liked to share their writing said, "Yes.", but when the interviewer then asked if this was based on anything specific the students had said she replied, "No, I don't really know. I never heard anyone say. It's more just what I see that I assume." It was also common for teachers at Fairfax and other schools to mention a problem, such as not enough time to teach, but give no indication that there was anything they could do about it. Some principals were also stricken with this lack of self-evaluation. When principals were asked which implementation strategies their teams had used had been most successful, five out of the eight misinterpreted the question and described parts of the writing process which had been most popular. Several times interviewers at various schools mentioned that although principals were definite about how successful a program was, they were not often able to relate why or how this was so.

Part of the reason some teachers and principals flow with the current without ever checking the depth of the water or the width of the channel may be because they just never stop to think about it. The press of daily problems may be absorbing their attention or it may be that there is no focal point and common vocabulary with which they can engage in productive discussion (Little, 1981). Teachers do talk to each other frequently and many would probably say they attend all too many meetings; but the content of those conversations and meetings are, for the most part, about concrete strategies, administrative procedures, or social activities. We did not attempt to record or analyze the content of verbal exchanges; however, in studies where this has been done, much teacher conversation falls in the above categories (Little, 1981). Teachers interviewed seemed to bear this out when they were pressed to describe collaboration and sharing within their schools.

To its credit, Fairfax did more than many of the Phase I schools to encourage focused teacher-to-teacher interaction through its establishment of a buddy system to assist with implementation of the Elementary Writing Program. The idea of trained teachers helping others is a good one. At Fairfax, the success of the buddy system depended upon the skills and personalities of the trained teachers and the degree of receptivity of their counter-parts. Everyone was trying to learn how to use the four step writing process in their classrooms but implementation varied from awareness ("I agree now, yes they can write.") to integrating writing with almost every subject. In some cases helping another teacher meant taking children out of the classroom and working with them on writing, while in other cases it may have meant just talking with each other.

Although research on staff development indicates that coaching, teachers observing each other on specific techniques and providing feedback, is an essential component of successful staff development, it is not, by itself, sufficient for success. Successful staff development includes the presentation of theory, demonstration, practice and feedback, and coaching (Joyce and Showers, 1984). Many Phase I schools did not provide sufficient coaching but Fairfax, with its buddy system, seems to have provided coaching and practice opportunities. However, implementation at Fairfax might have benefited from some large or small group presentations where an overview, theoretical foundation, and demonstrations could have been presented.

Even with the writing committee and the buddy system, Fairfax teachers appeared to work mostly in isolation with only a vague notion of what their colleagues were doing. There were informal exchanges about students or specific strategies, but very little opportunity to receive feedback from a colleague or benefit from shared planning. The following exchange is typical of many we had at Fairfax and elsewhere:

Question: Other than people you may have worked with in the beginning in using the four step writing process, are you working with anyone else on a regular basis?

Answer: Not really. A teacher comes to me from time to time with questions. I talk about writing and different aspects of writing with the SULA teacher because I know they do a lot with writing and I admire what they do.

Question: You don't plan together?

Answer: No.

With another teacher we had this exchange:

Question: How do you use this writing process with ESL students?

Answer: They do write in the ESL class also. I don't know what procedure they use in there...

No one we interviewed at Fairfax or anywhere else was rated at the level of Integration (LoU V) which requires that teachers work and plan together in order to improve student outcomes. This may be due to the slow rate at which a complex innovation like writing takes place. However, such integration also needs a schedule that provides regular times for teachers to plan together as well as a positive climate where the sharing of ideas is an on-going accepted teacher practice.

CONCLUSIONS

A close look at Fairfax Elementary School bore our the findings of the Elementary Writing Program evaluation study. The team members were enthusiastic about the OCS training they had received and were implementing the four step writing process in their classrooms. The principal had expanded the team to a six member writing committee and had devised a buddy sustem to affect total school implementation. The committee members were attempting to assist and encourage fellow teachers to incorporate the Elementary Writing Program into their daily routine. Although there was limited participation by some of the teachers, the first year implementation efforts at Fairfax Elementary can be considered successful for such an early stage. Long-term results will depend on various factors over which the team members may have little control.

American public education has not changed much in its 150 year history. It is not surprising that change takes time but rather, that it takes place at all. We still have predominantly solitary teachers who take primary responsibility for a group of elementary students in teaching them the basic skills. Even the teaching methods and the physical plants are similar to those in the early days. Other professions have been able to institute long-term change, but education appears to run in cycles and fads. There is a growing cadre of researchers and practioners who believe this intransigence is a product of our traditional views on school improvement. In the past, change has been attempt in addive ways and rarely with an insight into the synergistic nature of the complex process of school improvement (Joyce, Hersh, and McKibbin, 1983). The "quick-fix" strategies will have to give way to a more holistic view of schooling if schools are to solve the complex problems associated with program implementation and improved student achievement.

Fairfax Elementary was implementing the Elementary Writing Program in the midst of attempting to cope with competing demands for time and priorities. If the Elementary Writing Program is to enjoy long-term success, FCPS will need to provide follow-up support over several years that includes provisions for the schools to increase their staff development and problem-solving capacities as well as its focus on the improvement of writing.

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APPENDIX A

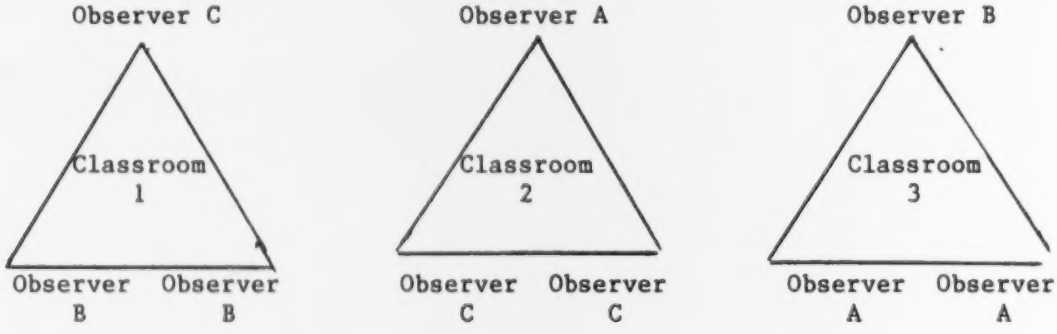
CLASSROOM OBSERVATIONS

OBSERVATION PROCEDURES

In an attempt to provide a more detailed description for the case study, ORE developed an observation instrument. Its purpose was to describe activities in selected EWP classrooms. Based on information in the Elementary Writing Guide, ORE developed a rough draft. Revisions were made after receiving comments from the program developers. Next, members of the evaluation team, along with one of the program developers, piloted the instrument in a classroom. Based on this experience and additional conversations with program developers, a final observation form was devised. The form was designed to look for evidence of the four-step writing process, evidence of student ownership, content of student writing folders, and evidence of links between reading and writing.

Three observers were used who are ORE staff members who had attended several of the EWP workshops and were knoledgeable about the program. Training consisted of requiring the three observers to simultaneously observe the same classroom, but record observations separately. Rate of agreement was so high that further training was not necessary.

The classrooms of the three teachers who had been randomly selected to be interviewed were chosen for observation. Each classroom was observed three times by two different observers during the four-week period (March 19 - April 13) for a total of nine observations. If one imagines the three visits to each classroom as points on a triangle, the following graphic can represent the observation schedule:



Although the observers were in classrooms at different points in time, there was a high rate of agreement on how the four-step writing process was being used, evidence of student ownership, evidence of links between reading and writing, and content of student writing folders.

OBSERVATION PACKET

Observer _____

Date _____

Grade Level _____

Total Observation Time _____

Number of Students _____

DRAFTING, REVISING AND GENERAL STUDENT ACTIVITIES

- = Did not observe

Writing Process: Drafting

Activity	Observed Teacher (# Min)	+ -
Teacher models drafting		
Group writing		

Comments:

Writing Process: Revising

Activity	Observed Teacher (# Min)	+, -
Teacher models revising		
Writer's Revision Checklist displayed		
Writer's Proofreading Checklist displayed		

Student Activities (Count Every 20 Minutes)	1 (#)	2 (#)	3 (#)	4 (#)
Writing independently				
In reading group				
Using workbook pages or dittos				
Reading independently				
Standing in line waiting for help from teacher				
Standing in line waiting for help from other adult				
Talking to the teacher				
Talking to other adult				
Talking with peers				
Listening to teacher presentation				
Other _____ _____ _____				

Comments:

STUDENT WRITING FOLDERS (4)

Content

Material	Number			
	1	2	3	4
Prewriting				
Brainstorming				
Webbing				
Classifying				
Story Structure				
Other:				
Drafting				
Use of draft stamp or writing "draft"				
Papers with changes made (e.g., words scratched out, arrows, etc.)				
Variety of writing paper				
Students write on every other line				
Revising				
Writer's Revision Checklist				
Writer's Proofreading Checklist				
Final Copies				
Papers that have no changes (no further drafts; one attempt at topic)				

Comments:

Format

	Number			
	1	2	3	4
Rough Draft Folder				
Topics I can write about				
Revision Folder				
Skills I can use				
Skills I need to work on				
Books I have written				
Other writing				
One folder containing rough drafts and revisions (check items above)				
Other				

Comments:

SHARING

+ = Observed
- = Did not Observe

	+, -	Comments
Students' final drafts are read aloud		
Students' published works are available for others to read		
Trade books are available in the classroom that offer a variety of topics, genre, and levels of writing		
Student writing is displayed		
Information about authors is provided		
Students respond to material read with comments and/or questions		
Other:		

CONFERENCES

+ = Observed
- = Did not observe

Type (indicate #): individual ___, small group ___, peer ___, large group/class ___

Type of conference observed: _____

Total time for observed conference: _____

Student Behavior

		+, -
1.	Students select and reread paper to be revised before coming to conference	
2.	Students read aloud, one at a time, while others listen	
3.	Students respond to ideas with comments and questions	
4.	Writer responds to questions	
5.	Writer discusses what changes she/he will make	

Comments:

Teacher Behavior

		+, -
6.	Listens to child	
7.	Responds to content first	
8.	Paraphrases main ideas	
9.	Focuses on one problem at a time	
10.	Helps students with techniques for making changes	
11.	Gives students opportunity to evaluate own writing	
12.	Incorporates on reading/writing skills	

Comments:

CONFERENCES

\+ = Observed
\- = Did not observe

Type (indicate #): individual ___, small group ___, peer ___, large group/class ___

Type of conference observed: _____

Total time for observed conference: _____

Student Behavior

		+, -
1.	Students select and reread paper to be revised before coming to conference	
2.	Students read aloud, one at a time, while others listen	
3.	Students respond to ideas with comments and questions	
4.	Writer responds to questions	
5.	Writer discusses what changes she/he will make	

Comments:

Teacher Behavior

		+, -
6.	Listens to child	
7.	Responds to content first	
8.	Paraphrases main ideas	
9.	Focuses on one problem at a time	
10.	Helps students with techniques for making changes	
11.	Gives students opportunity to evaluate own writing	
12.	Incorporates on reading/writing skills	

Comments:

PREWRITING

+ = Observed
- = Did not observe

Activity	+, -	Observed Teacher-Led Discussion (No. Minutes)	Comments
Teacher Directs Discussion			
Brainstorming			
Webbing			
Classifying			
Story Structure			
Sequence			
Data Retrieval Charts			
Other			
Uses materials from basal			
Uses material from other sources (magazines, trade book, poem, content areas)			

Elementary Writing Program
Summary Write-Up For Classroom Observation

Observer: _____ Grade Level: _____

Date: _____ Total Observation Time: _____

Classroom Snapshot (Management, sequence of activities, room arrangements)

Writing Process (Prewriting, Drafting, Revising, Sharing)

Student Ownership (topic, selection, teacher wait times, student exchange, problem solvi

Reading/Writing Connection (use of basal, teacher questions and comments in conferences, use of books, as resources)

Student Folders

BEST COPY AVAILABLE

APPENDIX B

PRIMARY TRAIT SCORING

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Research and Evaluation

DIRECTIONS FOR ADMINISTERING PROMPT

Notes to Teachers: As stated in the cover letter, you are to administer this writing prompt to your students. First read the directions and answer any questions students may have. First grade teachers only should refer to special directions on page 2.

Directions to be Read to Students on First Day:

This is a writing sample. It is going to be used by the principal and the teachers in your school. They are trying to learn more about how students write. Please do your best so that what you write shows how well you can write during a timed writing. You will be given 20 minutes to write today and 20 minutes on another day.

Before you begin to write, please write the following information in the upper right hand corner of the paper:

Student Name
Date of Rough Draft
Grade
Teacher Name
Period (Intermediate School Only)

After you have completed doing this, write Rough Draft in the upper left hand corner.

At this point refer to the Writing Prompt designated for your grade level and read it to the students.

Directions to be Read to Students on Second Day:

Today you will be given 20 minutes to revise and rewrite the rough draft writing sample that you worked on before. This writing sample is being used by the principal and teachers in your school in order to help them learn more about how students write. Please do your best so that what you write shows how well you can write during a timed writing.

Please write your second draft today on a clean sheet of paper and do NOT write your name or any other information on the paper. Please write on only one side of the paper. Do not throw your rough draft away. When you have finished you will be asked to staple your clean second draft on top of your rough draft.

To refresh your memory I will read the assignment again.

At this point refer to the Writing Prompt designated for your grade level and reread it to the students.

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Research and Evaluaton

WRITING PROMPTS FOR GRADES 1-5

Assignment: The purpose of this assignment is to write about some special place.

Everybody knows of some special place. Maybe you have visited a famous building. You might have been to a battlefield or to a shopping mall. You might even think of a favorite spot where you like to hide or of a favorite place you like to play or of your backyard or of your room.

Choose some place you know about. Think about it for awhile.

Before you write you should think about such things as how it looks, smells, sounds and feels. Write about this place using details so that your reader will know almost as much about as much about it as you do. Be sure to name the place you are writing about.

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Office of Research and Evaluation

WRITING PROMPTS FOR GRADES 6-12

Assignment: The purpose of this assignment is to have you write a description of some special place.

Everybody knows of some special place. Maybe you have visited a famous building like the Air and Space Museum or the United State Capitol in Washington, D.C. You might know many things about the Manassas Battlefield or one of the shopping malls like Fair Oaks, Tysons Corner or Springfield Mall. On the other hand, you might be familiar with some place in nature like Great Falls, a special place in the Blue Ridge Mountains, or a certain part of the Chesapeake Bay area.

Choose some place you personally know about. It may be some place from around where you live, or some place you have seen while traveling. Think about it for awhile.

Before you write you should think about such things as how it looks, smells, sounds and feels. Write about this place, organizing details in such a way that your reader will know almost as much about it as you do. Be sure to name what you are describing.

"Special Place" Scoring Guide
For Grades 1-5

Primary Trait: Provides a description about a place indicating it is special to the author by using a variety of sensory detail and elaboration of detail.

6 These papers choose a single place and usually name it. They describe the place by providing a variety of details (some of which are elaborated), including details relating to at least 2 senses. The papers demonstrate a personal relationship associated with the place by indicating personal involvement or feelings.

5 These papers choose a single place and describe it clearly though with less detail or elaboration of detail than the 6 papers. They must include details involving at least 2 senses. These papers may contain many details that are briefly stated, or they may contain fewer details but these details are elaborated. There is some indication or a personal relationship associated with the place by indicating personal involvement or feelings.

4 These papers describe a place using specific details but they lack variety of sensory information. For example, they may contain 4-5 details but use only one of the senses. Sometimes these papers do have a variety of sensory detail but there is very little elaboration. There may not be an apparent personal relationship with the place being described.

3 These papers describe a place using a variety of detail although some of these details may be vague. Uses words like "pretty" or "nice" without elaboration.

2 Although these papers do describe something, most of the details are vague. They may use only one of the senses or they may use several vague sensory details. They may also include extraneous information.

1 These papers tend to be confused. They offer minimal amount of detail and are just too sparse to convey anything beyond a limited expression of what the place is like. They may discuss more than one place without providing any focus.

"Special Place" Scoring Guide
for Grades 6-12

Primary Trait: Provides a description about a place indicating it is special to the author by using a variety of sensory detail and elaboration of detail in an organized fashion.

6 This paper names the special place being described. There is considerable elaboration of detail using effective sensory images involving two or more senses. A personal relationship with the place is clearly obvious. The details are organized in logical order with appropriate transitional words or phrases so that the special place is clearly depicted for the reader.

5 This paper probably names the special place being described and contains some elaboration of detail involving two or more senses. There is some indication of a personal relationship with the place. The details are organized in a consistent fashion and relate to each other so that the reader can picture what is being described, however more elaboration and more specific word choice would be preferred.

4 This paper probably names the special place being described and contains sufficient detail to allow the reader to picture a specific place. However, the sensory images lack specificity and are most likely limited to one or two senses. There may not be an apparent personal relationship with the place being described. The details are orgainzed in a readable manner but there are noticeable gaps in the description and, although the details are related, the transistions are simplistic.

3 This paper may not name the special place being described but there are sufficient details to allow the reader to make a reasonable inference as to what is generally being described, or to picture the place in a somewhat general fashion. The details are simple, however, probably involving only one sense and are organized in a somewhat inconsistent or very elementary manner. There may just be a listing of details with no cohesive thread or an emphasis on the telling of an event without sufficient attention to description.

2 This paper may not name the special place being described. There are several details but they are sketchy and there are few descriptive words. The details may not relate to each other well enough to clearly depict a specific place and may, in fact, describe several places or events. There may be little evidence to indicate that this is a special place that had been experienced by the writer.

1 This paper may not name the special place being described. There are very few details and they are so vague and non-specific that the reader has difficulty picturing the place being described. Usually there is little or no organization of the details but this paper may also be one that is organized but does not address the prompt by describing a place.

DIRECTIONS FOR SCORING

FIRST READER (Folder will have no check mark in upper right hand corner of cover

1. Copy code from student paper onto blank side of cut index card.

2. Under code write your initials, dash, score.

Card should look like this:

3. Turn over index card and paperclip to upper left hand corner of student paper with lined side out.

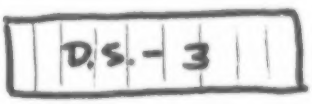
4. When all papers in folder have been scored, make a check on folder cover in upper right hand corner. Return to designated spot.

SECOND READER (Folder will have a check mark of opposite pen color in upper right hand corner of cover)

1. Do not look at first reader's score.

2. After reading paper, write only your initials, dash, score on lined side of cut index card.

Card should look like this:



3. When all papers in folder are scored, make a check mark in upper right hand corner of outside foler cover next to first mark. Return to designated spot for "Finished Papers."

APPENDIX C

STUDENT WRITING COLLECTION

WRITING FUNCTION CATEGORIES

Informational Uses of Writing

This is language to convey information arguments or opinions: to inform people (telling them what they need or want to know or what we think they ought to know), to advise or persuade or instruct people. Thus it is used to record facts, exchange opinions, explain and explore ideas, construct theories; to transact business, conduct campaigns, change public opinion.

Note-taking.

Record, of on-going experience. (This is what is happening.)

Report. Retrospective account of particular events or series of events. (This is what happened.)

Summary. Generalized narrative or description of a recurrent pattern of events or steps in a procedure. (This is what happens; this is the way it is done.)

Analysis. Generalization and classification related to a situation, problem, or theme, with logical or hierarchical relationships among generalizations implicit or explicit.

Theory. Building and defending at a theoretical level, including implicit or explicit recognition that there are alternative perspectives. Hypotheses and deductions from them.

Persuasive or regulative uses of writing. (Any instances in which the attempt to convince overrides other functions or in which rules are given and compliance assumed.)

Other informational uses.

Personal Uses of Writing

Personal writing in this system is writing in which the language remains very close to the self, and in which there is a reliance on common background and experience in interpreting what is written (i.e., a shared general context of the past). It assumes that writer and reader will interpret the immediate situation in very similar ways, and is relatively unstructured and free flowing. It includes:

(i) The kind of writing that might be called "thinking aloud on paper." Intended for the writer's own use, it might be interpreted by a reader who has shared much of the earlier thinking but it could not be understood by one who was not "in the context."

(ii) The kind of diary entry that attempts to record and explore the writer's feelings, mood, opinions, preoccupations of the moment.

(iii) Personal letters written to friends or relatives . . . .

(iv) Writing addressed to a limited public audience assumed to share much of the writer's context, values, opinions, and interests.

Journal or diary writing, for own use.

Personal letters or notes, where main purpose is "keeping in touch."

Other personal uses.

Imaginative - Artistic

Artistic writing uses language as an art medium.

A piece of artistic writing is a verbal construct, an "object" made out of language. The words themselves and all they refer to are selected to make an arrangement, a formal pattern.

Stories.

Poems.

Play scripts.

Other imaginative uses.

Excerpted from:

1. A Study of Writing in the Secondary School, Final Report. Applebee, Arthur N. and others, National Council of Teachers of English, Urbana, Ill., September 1980, pp. 205-206.

2. Writing in the Secondary School English and the Content Areas. Applebee, Arthur N., Anne Auten and Fran Lehr, National Council of Teachers of English, Urbana, Ill., 1981, p. 29.

WRITING FUNCTION CATEGORIES

Code

IU Informational Uses of Writing

Personal Uses of Writing (not to include a process related category)

PU1 writing to learn
PU2 writing to express feeling
PU3 other

Imaginative Uses of Writing

I1 stories
I2 poems
I3 other

PROCESS RELATED CATEGORIES

Code

Prewriting
P1 brainstorm lists
P2 webbing
P3 classifying
P4 sequencing
P5 story structure charts
P6 data retrieval charts
P7 other

U Single Unedited piece ("draft" is not indicated, and there is no evidence of revision)

C Single Piece with changes/revisions

Dt Single Piece with "draft" noted on it (may or may not have changes/revisions)

Dtc2 2nd draft with changes
Dtc3 3rd draft with changes
Dtcn nth draft with changes

F A revised piece which is "finished" - no revisions/editing on it